

2.1996-204.c2

University of Alberta Library



0 1620 3681716 9

# SOCIAL STUDIES 3



## MODULE 1: CHOICES



**Distance  
Learning**

**Alberta**  
EDUCATION





# **Social Studies 33**

## **Module 1**

### **CHOICES**





Social Studies 33  
Student Module Booklet  
Module 1  
Choices  
Alberta Distance Learning Centre  
ISBN 0-7741-1225-5

This document is intended for	
Students	✓
Teachers (Social Studies 33)	✓
Administrators	
Parents	
General Public	
Other	



The Alberta Distance Learning Centre has an Internet site that you may find useful. The address is  
<http://ednet.edc.gov.ab.ca/level3/adlc/300/adlchome.html>.

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

#### ALL RIGHTS RESERVED

Copyright © 1996, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2. All rights reserved. Additional copies may be obtained from the Learning Resources Distributing Centre.

No part of this courseware may be reproduced in any form, including photocopying (unless otherwise indicated), without the written permission of Alberta Education.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Education so that appropriate corrective action can be taken.

**IT IS STRICTLY PROHIBITED TO COPY ANY PART OF THESE MATERIALS UNDER THE TERMS OF A LICENCE FROM A COLLECTIVE OR A LICENSING BODY.**



## COURSE OVERVIEW

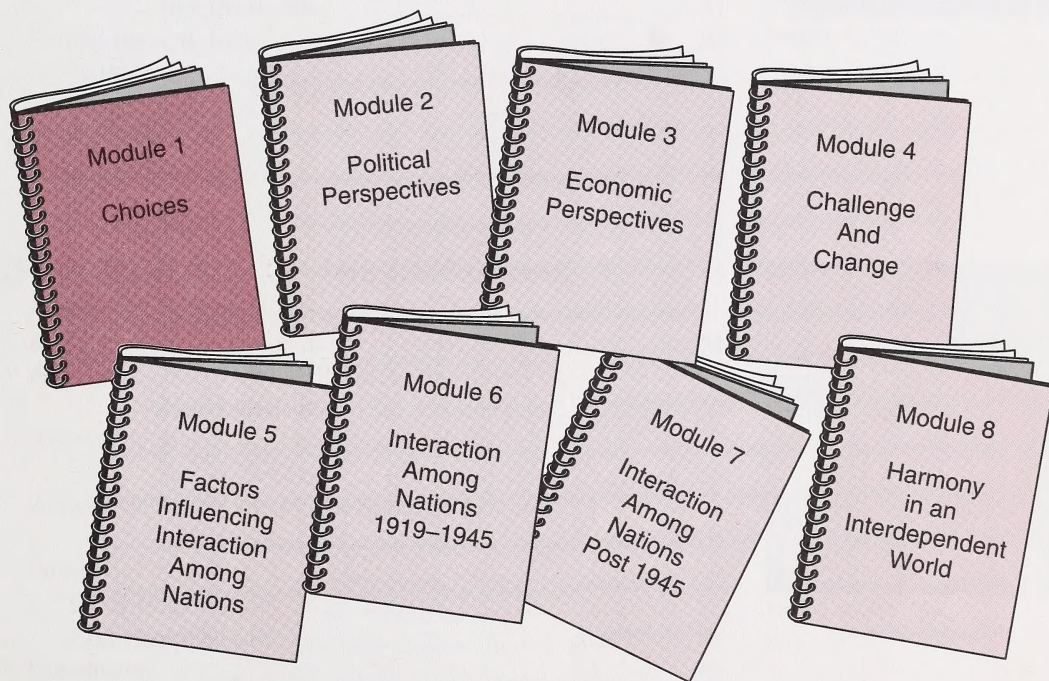
Welcome to Social Studies 33.

We hope that you will enjoy working through this course and that you will find it interesting.

The booklet you are presently reading is called a Student Module Booklet. It will take you through the course and show you, step by step, what to do and how to do it.

Social Studies 33 has eight modules. The module you are working on is highlighted in a deeper colour. Each module comprises several sections. Within each section, your work is grouped into activities. Within the activities, there are readings, explanations, and questions for you to work through. You will correct these activities yourself using the Appendix at the end of each module. This will provide you with immediate feedback on your progress.

Your grading in the course is based upon the assignments that you submit for evaluation and upon the final test and diploma exam.







# Contents

## MODULE OVERVIEW ..... 1

Evaluation ..... 1

## SECTION 1: ATTITUDES AND BELIEFS ABOUT CITIZENSHIP ..... 3

Activity 1: Responsible Citizenship ..... 4

Activity 2: Different Choices About Citizenship ..... 10

Activity 3: Recognizing Similarities and Differences of Viewpoint ..... 19

Activity 4: Predicting the Consequences of Citizenship Choices ..... 24

Activity 5: Summarizing the Essential Features of Citizenship ..... 31

Follow-up Activities ..... 36

Extra Help ..... 36

Enrichment ..... 43

Conclusion ..... 44

Assignment ..... 44

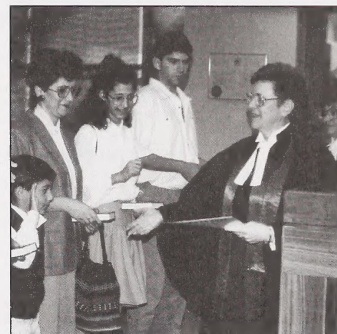


PHOTO SEARCH LTD.

## SECTION 2: GOALS OF THE INDIVIDUAL ..... 45

Activity 1: Self-interest and Individualism ..... 46

Activity 2: Reasons for Belief in Individualism ..... 51

Activity 3: Interpreting Differing Viewpoints on Individualism ..... 55

Activity 4: Balancing Individual Goals with Society's Goals ..... 58

Activity 5: Summarizing the Essential Features of Individualism ..... 61

Follow-up Activities ..... 63

Extra Help ..... 63

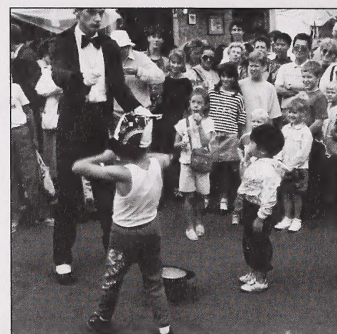
Enrichment ..... 65

Conclusion ..... 65



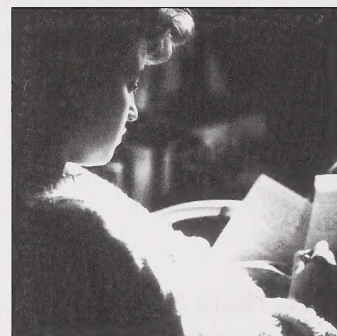
PHOTO SEARCH LTD.

<b>SECTION 3: GOALS OF SOCIETY .....</b>	<b>66</b>
Activity 1: Choices About Society's Goals and Collectivism .....	67
Activity 2: Reasons for Believing in Collectivism .....	71
Activity 3: Analysing and Evaluating Collectivist Arguments .....	75
Activity 4: Balancing Society's Goals with Individual Goals .....	81
Activity 5: Establishing Your View of Individualism and Collectivism .....	84
Follow-up Activities .....	87
Extra Help .....	87
Enrichment.....	91
Conclusion .....	91
Assignment .....	91



WESTFILE INC.

<b>SECTION 4: AN INTRODUCTION TO POLITICAL AND ECONOMIC SYSTEMS .....</b>	<b>92</b>
Activity 1: Models of Organization and Decision Making	93
Activity 2: The Purpose of a Political System .....	97
Activity 3: The Purpose of an Economic System .....	99
Activity 4: The Relationship Between Political and Economic Systems .....	102
Activity 5: Relating Individualism and Collectivism to Political and Economic System Models.....	106
Activity 6: Interpreting and Evaluating Arguments .....	109
Follow-up Activities .....	111
Extra Help .....	111
Enrichment.....	118
Conclusion .....	118



WESTFILE INC.



## SECTION 5: INFLUENCING DECISION


<b>MAKING</b> .....	119
Activity 1: Understanding Social Actions .....	120
Activity 2: Expectations of Individual Participation .....	129
Activity 3: Making Judgements About Effective Participation .....	131
Activity 4: Deciding What Responsible Citizenship Is ....	138
Follow-up Activities .....	142
Extra Help .....	142
Enrichment .....	146
Conclusion .....	147
Assignment .....	148

<b>MODULE SUMMARY</b> .....	148
-----------------------------	-----

<b>APPENDIX</b> .....	149
-----------------------	-----



WESTFILE INC.



Digitized by the Internet Archive  
in 2016 with funding from  
University of Alberta Libraries

<https://archive.org/details/socialstudies3301albe>



## MODULE OVERVIEW

Should individuals be allowed to act in a way which is free from government control? Should people be forced to serve the interests of society? Should governments provide for the needs of individuals? Should people tolerate ideas that differ from their own? How should we make decisions about these differing opinions? Do we have ways of making decisions in our society? How should citizens attempt to influence the decisions that are made in society?

This module will help you to gain the necessary knowledge and skills to answer these questions and help you become a more effective and responsible citizen.

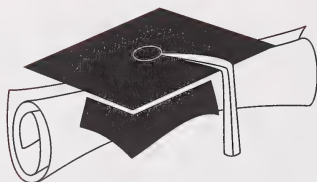
Module 1: Choices	
Section 1	Attitudes and Beliefs About Citizenship
Section 2	Goals of the Individual
Section 3	Goals of Society
Section 4	An Introduction to Political and Economic Systems
Section 5	Influencing Decision Making

### Evaluation

Your mark in this module will be determined by how well you complete your work in the Assignment Booklet. In this module you must complete three section assignments. The mark distribution is as follows:

Section 1 Assignment	15 marks
Section 3 Assignment	30 marks
Sections 4 and 5 Assignment	<u>55 marks</u>
<b>TOTAL</b>	<b>100 marks</b>

## Diploma Exam Preparation



Because you will be writing a Social Studies 33 Diploma Examination when you have finished this course, it is important that you are familiar with the types of questions that will be asked and the format in which they will be presented. From time to time, throughout the modules in this course, you may be given activity questions and assignment questions of diploma exam format so that you will become familiar with these types of questions. For more detailed information on preparing for diploma exams, consult the Appendix at the end of this module. Your final module in the course will also have an activity giving sample exam questions.

The style and format for the two and one-half hour exam consists of 60 multiple-choice questions worth 60% of the total mark and two written responses worth 40% of the total mark. At present students are given an extra half hour to complete the exam. The multiple-choice question formats include

- **Analysis and Classification Questions:** This format requires students to analyse and /or interpret information, categorize subject matter, and apply knowledge to new data.
- **Matching Questions:** This format requires students to select from a list the correct application of policy, principle, or condition to an interest group, situation, or circumstance.

Both types of questions require students to apply their critical thinking skills to unfamiliar situations.

The written-response assignments will require short constructed answers and extended paragraphs rather than lengthy essays. There will be a relationship between the multiple-choice questions asked and the topics for the written responses. Information from the multiple-choice questions can be applied to the written responses. When doing this, however, you must remember that multiple-choice questions have both correct and incorrect answers so choose your material carefully. You should also be aware of the fact that although this information can be used to start your written answer, you must add to it in order to fully complete the written assignment. The written responses will be on topics related to the content of the Social Studies 33 program.



# Attitudes and Beliefs About Citizenship

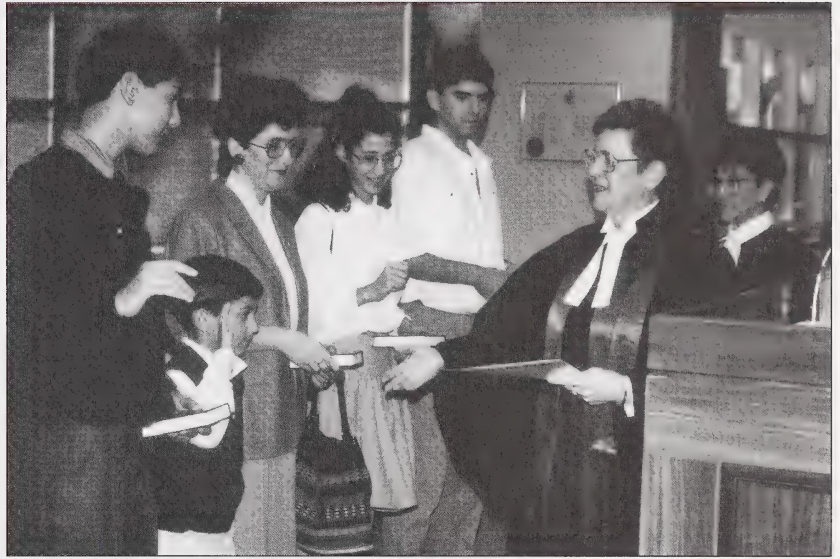


PHOTO SEARCH LTD.

**D**o you think that all people look at citizenship in the same way? Do you understand what responsible and effective citizenship is? Do your attitudes and beliefs about citizenship affect the way you respond to the various political and economic issues before our society?

**T**his section will focus on the many ways of looking at citizenship. The activities in this section will introduce you to different aspects of citizenship and are designed to help you to

- understand that people make different choices about citizenship
- understand why people make different choices about citizenship
- recognize and interpret similarities and differences among various views of citizenship
- predict the possible consequences of choices about citizenship
- establish your own position about what responsible and effective citizenship means

## Activity 1: Responsible Citizenship

What is meant by responsible citizenship? See if you can discover that through the following survey.



1. For each of the following statements, choose the number that best expresses your point of view. Place the number of your choices in the space provided at the left of each statement.

I. Strongly Agree      III. No Opinion      V. Strongly Disagree  
II. Agree      IV. Disagree

- \_\_\_\_\_ a. Responsible citizens read widely about current affairs.
- \_\_\_\_\_ b. Responsible citizens speak out and try to influence governmental decisions.
- \_\_\_\_\_ c. Responsible citizens respect and obey all laws.
- \_\_\_\_\_ d. Responsible citizens consider their own well-being ahead of the needs of society.
- \_\_\_\_\_ e. Responsible citizens accept the views of others.
- \_\_\_\_\_ f. Responsible citizens are aware of society's issues and are **politically active**.
- \_\_\_\_\_ g. Responsible citizens believe that society should look after those who are needy.
- \_\_\_\_\_ h. Responsible citizens believe that unjust laws should be ignored.
- \_\_\_\_\_ i. Responsible citizens believe that all people are special and should be treated with dignity.

***Politically active:** doing things like voting, joining political parties, campaigning for others, running for political office*



*Compulsory: required, enforced, mandatory*

- \_\_\_\_\_ j. Responsible citizens believe voting should be **compulsory**.
- \_\_\_\_\_ k. Responsible citizens believe that individuals can influence or even change the decisions made by government.
- \_\_\_\_\_ l. Responsible citizens believe that governments are necessary to limit the actions of individuals.
- \_\_\_\_\_ m. Responsible citizens believe that individuals should be free to do as they please.
- \_\_\_\_\_ n. Responsible citizens feel a sense of belonging to society.
- \_\_\_\_\_ o. Responsible citizens believe that governments act upon the wishes of individuals.
- \_\_\_\_\_ p. Responsible citizens are able to interpret the news and make judgements about what they are reading.
- \_\_\_\_\_ q. Responsible citizens believe that all people are equal and that they should cooperate with each other.
- \_\_\_\_\_ r. Responsible citizens believe that competition brings out the best in individuals and society.
- \_\_\_\_\_ s. Responsible citizens believe that individuals have a duty to serve their society.
- \_\_\_\_\_ t. Responsible citizens believe that society has become too large and complex and that citizens must look out for themselves.

**Thinking about the Survey**

- 2. List the things that you think the survey shows about the choices involved in citizenship.

---

---

---

---

---

---

---

---



Now compare your list with the following summary of the survey. Remember this is only one way of thinking about the viewpoints of citizenship that are presented in the survey.

***Issue:** a question facing society based on beliefs about the individual and society*

***Critical thinking:** the ability to interpret and make judgements about information*

## Summary

**Becoming informed about the issues facing society:** Citizens must decide how knowledgeable they should become about matters affecting society.

**Developing critical thinking skills:** Citizens make choices about developing the kinds of skills they will need to help them make decisions.

**Satisfying personal goals and the goals of society:** Citizens make choices about how much importance they place on seeking their own interests and how much they should place on fulfilling the interests of society.

3. Go back to the survey. Which of the statements focus on these aspects of citizenship?

- becoming informed about issues \_\_\_\_\_
- developing thinking skills \_\_\_\_\_
- personal/society's goals \_\_\_\_\_

Check your answers by turning to the Appendix, Section 1: Activity 1.

**Defining the role of government:** Citizens make decisions about why they need a government and what role should be performed by government in society.

**Influencing decisions:** Citizens make choices about how they will exercise power and affect the decisions to be made in society.



4. Go back to the survey. Which statements focus on these aspects of citizenship?

- defining the role of government \_\_\_\_\_
- influencing decisions \_\_\_\_\_

**Accepting authority:** Citizens make choices about their attitudes toward the presence of authority in society. Do people think that the presence of authority is necessary to help them achieve what they want, or to limit their activities in order to maintain order in society?



**Membership in society:** Citizens make choices about how they see themselves as part of society. Do individuals have a sense of belonging, and do they act in ways which are accountable to the group?

**Accepting ideas of others:** Citizens decide how much they understand and tolerate the ideas of others: Will they listen to and accept ideas that are different from their own?

5. Go back to the survey. Which statements focus on these aspects of society?

- accepting authority \_\_\_\_\_
- acting as members of society \_\_\_\_\_
- tolerating others \_\_\_\_\_

Check your answers by turning to the Appendix, Section 1: Activity 1.

As you look back at the survey and the ideas about citizenship that it presents, you will find that the choices a citizen makes are connected to each other.

6. See if you can find connections between various characteristics of citizenship. For each of the statements that follow, indicate
- I. if the statement shows a connection between developing awareness of social issues and developing critical thinking skills
  - II. if the statement shows a connection between influencing decisions and accepting authority
  - III. if the statement shows a connection between participating as a member of society and tolerating the ideas of others
  - IV. if the statement shows a connection between the role of government and satisfying personal and social goals
- \_\_\_\_\_ a. Citizenship means knowing what is happening in society. Citizenship also means being able to interpret this information in order to make informed choices.
- \_\_\_\_\_ b. Citizenship means expressing one's position on an issue and trying to convince others of its merit. Citizenship also means understanding that there are those in society who have the responsibility to make decisions on our behalf.
- \_\_\_\_\_ c. Citizenship means expressing one's position on an issue and trying to convince others of its merit. Citizenship also means understanding the need to respect that other people may think and act in ways which are significantly different from your own views and actions.
- \_\_\_\_\_ d. Citizenship means that individuals decide how important their own goals are in relation to the goals of society. Citizenship also means understanding how the policies of government attempt to respond to the needs of the individual within the needs of society as a whole.

Check your answers by turning to the Appendix, Section 1: Activity 1.

30015320





Based on the way you answered the survey and the previous discussion, what do you think are the most important attitudes that a citizen should have?

7. Look at the following list of citizenship characteristics, and rank them from 1 to 10. Give a score of 1 to the characteristic that you think is most important and rank the others down to 10 as the least important.

awareness of issues in society	_____
ability to make decisions	_____
caring about others	_____
accepting authority	_____
feeling part of society	_____
accepting responsibilities	_____
participating actively in society	_____
tolerating different views	_____
influencing others	_____
understanding government	_____

Check your answers by turning to the Appendix, Section 1: Activity 1.

## Activity 2: Different Choices About Citizenship

In the previous activity you learned that citizenship can be looked at as a series of choices. Have you ever wondered why different individuals make different choices about citizenship? Why do some people seem uninterested about social issues and unprepared to become involved in influencing decisions, while other people become excited and actively involved in these matters? A look at the following descriptions of three types of citizenship will help you understand some of the reasons.

### Type 1: Alienated Citizens



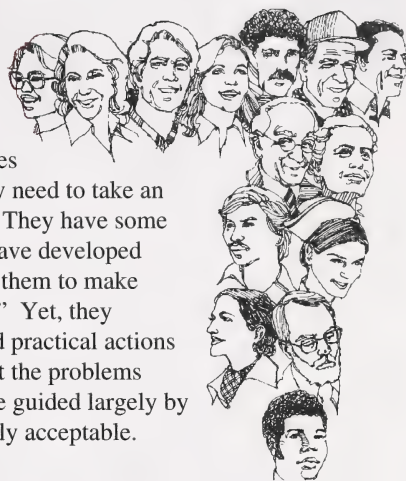
**Alienation:** a feeling of powerlessness and of being cut off from society

**Alienation** is a word that describes a feeling of hopelessness and of being unable to do anything about a situation. When this idea is applied to citizenship, to what kind of people does it apply? Generally, these individuals are quite uninformed about the world and are unaware of the major issues facing society. They lack the ability to make effective decisions because of undeveloped, or underdeveloped critical thinking skills. Alienated citizens often adopt the attitude that no one listens to them, so why bother? These individuals have great difficulty understanding or accepting the views of others. Being insecure about their own ideas causes them to feel threatened about accepting ideas that are different from their own. Those who are seriously alienated, believe there is no point in becoming involved with the decisions of society because they feel society works against them.

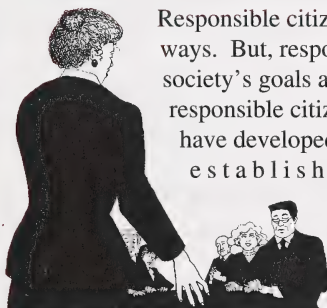


## Type 2: Conventional Citizens

Conventional citizens are more prepared to take part in society's decisions. Conventional citizens have a sense of being part of larger society. These individuals realize that social issues affect their personal lives; therefore, they need to take an interest in what is happening in society. They have some knowledge of the issues in society and have developed some decision-making skills which help them to make choices. They work within "the system." Yet, they sometimes wonder if the most useful and practical actions are being taken by government to correct the problems facing society. Conventional citizens are guided largely by society's expectations and what is socially acceptable.



## Type 3: Responsible and Effective Citizens



Responsible citizens are much like conventional citizens in many ways. But, responsible citizens have a greater sense of how society's goals and their own personal goals are related. Truly responsible citizens are aware of the issues facing society, and have developed critical thinking skills which allow them to establish clear, easily defended positions on any number of issues. They know that many people think differently from themselves and that it is necessary for every individual to accept these differences. They believe that each choice of action is followed by

consequences. Above all, they realize the importance that people play when all take part influencing the direction society moves. Responsible citizens know how to influence the decisions of society in practical and effective ways.

## Developing Critical Thinking Skills

How often are you faced with making important decisions concerning situations that affect your life? When you apply critical thinking to your everyday life you must look beyond the obvious and not just take people or situations at face value. As a critical thinker you should probe for facts that can assist you in making informed decisions. For example, you may be considering buying a used vehicle. It may be the colour you like, have a good stereo, and suit your price range, but you would be wise to ask for the maintenance record and to have a mechanic from another garage check the vehicle for mechanical problems that could be costly for you in the near future.





- b. How can skills, knowledge, and attitudes help a person become a responsible citizen?

---

---

---

---

- c. Why does the development of critical thinking skills play such an important part in responsible citizenship?

---

---

---

---

- d. Why do attitudes affect the extent to which individuals become informed about social issues?

---

---

---

---

- e. Are people who think and behave in antisocial ways always displaying signs of alienation?

---

---

---

---

Check your answers by turning to the Appendix, Section 1: Activity 2.

For each of the following examples try to identify the reasons for each of these citizen's decisions. Apply the ideas you have just learned by answering the questions that come after each example.

**Example 1: Janet Schmidt**

Janet has had many troubles throughout her life. She can't understand why people just won't leave her alone to do her own thing. She has moved from job to job and always seems to be the victim of changing economic conditions. She blames big business and believes that the government only cares about the rich.



3. a. Which of the three types of citizenship is illustrated in this example?

---

- b. How knowledgeable is Janet of the issues facing society? (Give reasons to support your answer.)

---

---

---

---

- c. What kinds of skills does Janet have to help her make informed choices about matters that affect society?

---

---

- d. What kind of attitude does Janet have about her role as a member of society?

---

---

- e. How willing is Janet to accept her responsibilities which come from living in a larger society?

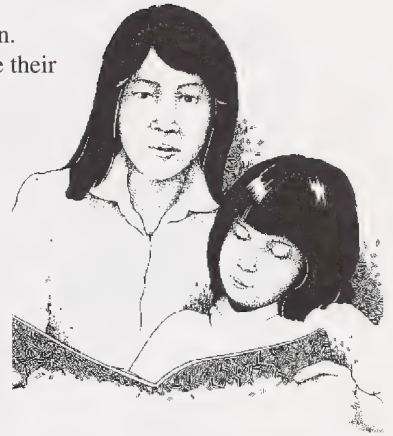
---

---



**Example 2: Sandra Morningstar**

Sandra, a single mother, is a native Canadian. Sandra believes that her people need to raise their heads and be proud of the fine traditions of aboriginal culture. Sandra has always been involved in political activities, and for awhile she belonged to groups that believed violence was a way of achieving their goals. Sandra has since changed her approach. She now believes that it is far more effective to work within the system, preferring to **lobby** government officials and sponsor community awareness programs to improve conditions for native people.



**Lobbying:** the process of contacting government officials and pressuring them to make certain decisions

4. a. Which of the three types of citizenship is illustrated in this example?

---

- b. How knowledgeable is Sandra of the issues facing society? (Give reasons to support your answer.)

---

---

---

---

- c. What kinds of skills does Sandra have to help her make informed choices about matters that affect society?

---

---

- d. What kind of attitude does Sandra have about her role as a member of society?

---

---

- e. How willing is Sandra to accept her responsibilities which come from living in a larger society?

---

---

**Example 3: Alan Lim**

Alan is a recent immigrant to Canada, coming from Hong Kong a year ago. He finds it hard to understand English and finds it difficult to understand much of what he is learning. Still, Alan is committed to earning a high school diploma and going on to university. Alan plans to become a contributing member of his new country and realizes that understanding government and economics is an important step in achieving this goal.

5. a. Which of the three types of citizenship is illustrated in this example?

---

- b. How knowledgeable is Alan of the issues facing society? (Give reasons to support your answer.)

---

---

---

- c. What kinds of skills does Alan have to help him make informed choices about matters that affect society?

---

---

- d. What kind of attitudes does Alan have about his role as a member of society?

---

---

- e. How willing is Alan to accept his responsibilities which come from living in a larger society?

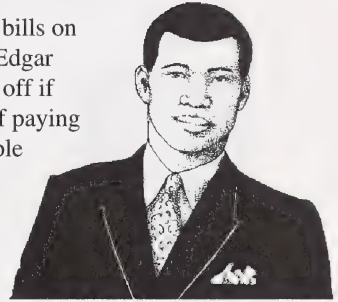
---

---

*Social services: financial and other assistance made available to citizens by government*

### Example 4: Edgar Allen Brown

As a hard-working businessman, Edgar pays his bills on time and keeps his business running smoothly. Edgar believes that society would be a whole lot better off if people looked after themselves. Edgar is tired of paying more and more taxes for **social services** for people who could get jobs and support themselves.

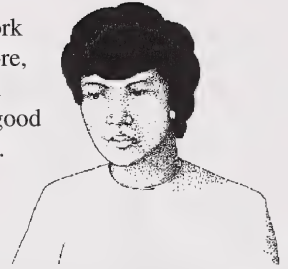


6. a. Which of the three types of citizenship is illustrated in this example?
- \_\_\_\_\_
- b. How knowledgeable is Edgar of the issues facing society? (Give reasons to support your answer.)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- c. What kinds of skills does Edgar have to help him make informed choices about matters that affect society?
- \_\_\_\_\_
- \_\_\_\_\_
- d. What kind of attitudes does Edgar have about his role as a member of society?
- \_\_\_\_\_
- \_\_\_\_\_
- e. How willing is Edgar to accept the responsibilities which come from living in a larger society?
- \_\_\_\_\_
- \_\_\_\_\_



**Example 5: Helen Des Autels**

Helen is a homemaker who wishes to return to the work force now that her children are on their own. Therefore, she is going back to school. Helen finds school much different than it once was. She wonders why it isn't good enough just to learn the basic facts and leave it at that. Helen says she doesn't want to change the world and would prefer to have the politicians run the country anyway.



7. a. Which of the three types of citizenship is illustrated in this example?
- \_\_\_\_\_
- b. How knowledgeable is Helen of the issues facing society? (Give reasons to support your answer.)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- c. What kinds of skills does Helen have to help her make informed choices about matters that affect society?
- \_\_\_\_\_
- \_\_\_\_\_
- d. What kind of attitude does Helen have about her role as a member of society?
- \_\_\_\_\_
- \_\_\_\_\_
- e. How willing is Helen to accept her responsibilities which come from living in a larger society?
- \_\_\_\_\_
- \_\_\_\_\_

Check your answers by turning to the Appendix, Section 1: Activity 2.

### Activity 3: Recognizing Similarities and Differences of Viewpoint

I don't care what anyone says. I believe in capital punishment, an end to abortions, and protection of individuals from criminals.

**A****B**

I believe in listening to what others have to say before reaching my decisions. These are issues that concern all of society. In a democracy, we must learn to make decisions for the common good of all.

I could see this coming! Governments just don't listen anymore. Every year our taxes go up and we don't get much in return. From now on, I'm looking after nobody else.

**C****D**

I'm really impressed with what our letter writing campaign has accomplished over the last few years. Someone is finally doing something to clean up this mess, not just considering options and alternatives.

Differences in our attitudes and beliefs about citizenship become obvious when people exchange ideas with each other. How well are you able to identify different choices being made by citizens?

1. Which speaker displays the greatest degree of alienation?  
\_\_\_\_\_
2. Which speaker's viewpoint is most similar to that of Speaker B?  
\_\_\_\_\_
3. Which speakers display an inability to understand and respond to the ideas of others?  
\_\_\_\_\_
4. Which speakers accept the need for government to make decisions on behalf of society?  
\_\_\_\_\_
5. Which speaker shows the greatest ability to influence decisions made in society?  
\_\_\_\_\_
6. Which speakers have the clearest understanding of the relationship between the individual and society?  
\_\_\_\_\_

Look closely at speakers A and C and then answer questions 7 and 8.

7. Compare their decision-making skills. In what way are there similarities in the way these two individuals make decisions?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. Compare their attitudes toward the individual's role in society. In what way are their attitudes similar?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



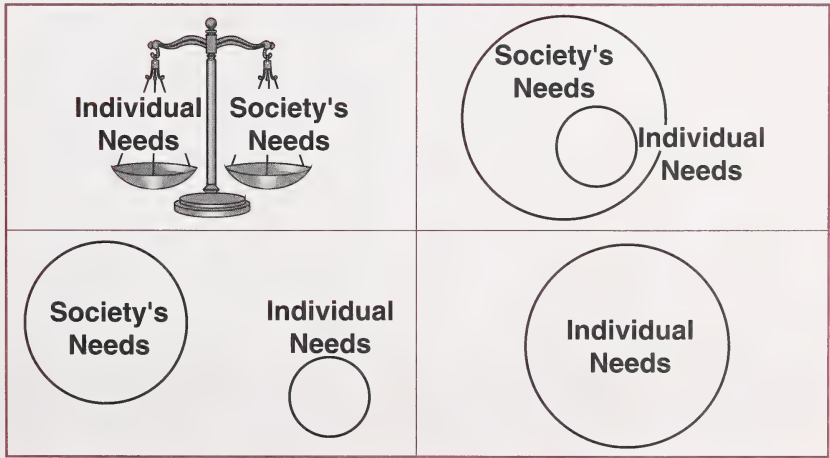
Look closely at speakers B and D and then answer questions 9 and 10.

9. Compare the way these individuals receive information about important social issues. How do these two people use similar methods to become aware of social issues?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

10. Compare their attitudes toward the individual's role in society? In what way are their attitudes similar?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Check your answers by turning to the Appendix, Section 1: Activity 3.

Ways of Viewing Citizenship Needs



Examine the following conversation in which Harry tries to convince Bill to change his attitude toward government.



**Bill:** You know, Harry, I just feel so frustrated these days!

**Harry:** What seems to be the trouble, Bill? Life getting you down?

**Bill:** Yeah! This government just doesn't care about the little guy!

**Harry:** What makes you say that? We elected them all.

**Bill:** Rising taxes, spending cuts, no job programs... They're just not living up to their promises.

**Harry:** You seem to forget that the government has to do something about its debt which could be a worse problem for all of us in the long run.

**Bill:** Come on... governments are only interested in themselves.



Take a closer look at what happened in the conversation.

11. Why do you think Bill feels alienated?

---

---

---

---

---

---

---

---

12. Why do you think Harry’s attitude toward government is significantly different from Bill’s?

---

---

---

---

---

---

13. How does Harry try to change Bill’s point of view?

---

---

---

---

---

---

14. Why do you think Harry has been unsuccessful in changing Bill’s point of view about government?

---

---

---

---

---

---

---

---

---

---

Check your answers by turning to the Appendix, Section 1: Activity 3.



## Activity 4: Predicting the Consequences of Citizenship Choices

It should be clear to you by now that individuals make different choices about citizenship. These choices are influenced by a number of factors. Even though people make different choices about citizenship, it should be remembered that all choices have consequences.

### Making Predictions

One way of looking at the consequences of our choices as a citizen is to use the following methods:

#### Method 1: The Universal Consequences Test

Try to determine what would happen if all people made this choice? By asking this question you are often better able to see the outcome of thinking in a new way.

#### Method 2: The Role Exchange Test

Try to determine what would happen if you changed places with the person or group to whom you are directing your opinion? By asking this question you are forced to broaden your thinking because you are asking how you would feel if you were being talked about in this way.

#### Method 3: The New Cases Test

Try to determine what would happen if you applied an established, familiar outlook to a new situation? This question forces you to think about the certainty of your viewpoints, especially when a situation changes dramatically.

Look at the following statements about citizenship.



Annette

Above all, the citizen should learn to fit in. As part of society, the citizen should concentrate on duty and service to society.

1. By applying the **Universal Consequences Test**, what might be some of the undesirable effects of Annette's point of view?

---

---

---

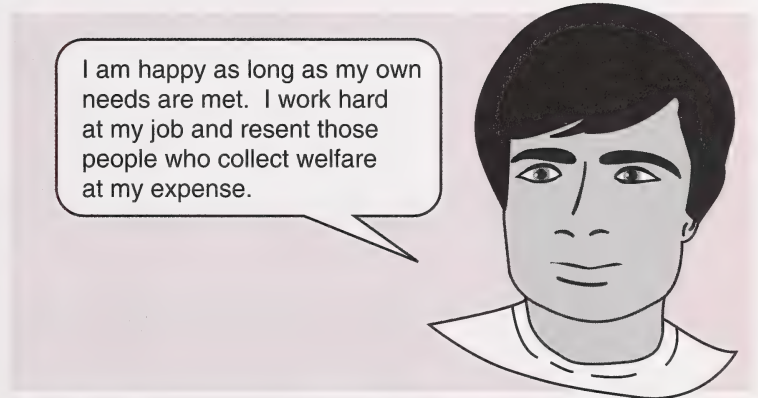
---

---

---

---

---



Ken

2. By applying the **Role Exchange Test**, what new insight might Ken gain?

---

---

---

---

---

---

---

---



I believe that governments should leave individuals to themselves. Freedom to do as we please is the most valuable dimension of citizenship.

Nirmala

3. a. By applying the **Universal Consequences Test**, Nirmala might realize that opposing views are important because

---

---

---

---

---

---

---

---

- b. How might the experience of a drastic economic collapse, such as bankruptcy, cause Nirmala to change her view?

---

---

---

---

---

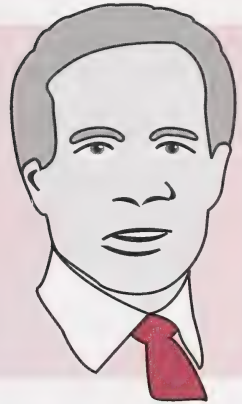
---

---

---



Individuals and groups who promote views which oppose the basic traditions of our nation have no place in our society.



Ralph

4. By applying the **Universal Consequences Test**, Ralph might realize that opposing views are important because

---

---

---

---

---

---

5. By applying the **Role Exchange Test** to his viewpoint, Ralph might come to realize that opposing viewpoints are sometimes necessary because

---

---

---

---

---

---

Check your answers by turning to the Appendix, Section 1: Activity 4.

6. Examine each of these mistakes which are made in preparing for citizenship. What are the problems that each of these create for the citizen?

Mistakes	Problems
<ul style="list-style-type: none"><li>lacking awareness about issues</li></ul>	<div></div> <div></div> <div></div> <div></div> <div></div>
<ul style="list-style-type: none"><li>lacking decision-making skills</li></ul>	<div></div> <div></div> <div></div> <div></div> <div></div>
<ul style="list-style-type: none"><li>being unable to express ideas</li></ul>	<div></div> <div></div> <div></div> <div></div> <div></div>
<ul style="list-style-type: none"><li>failing to accept <b>social obligations</b></li></ul>	<div></div> <div></div> <div></div> <div></div> <div></div>

*Social obligations: expectations others have of you and commitments you make toward others, e.g., keeping appointments, arriving on time, finishing what was promised, calling when plans change*

Check your answers by turning to the Appendix, Section 1: Activity 4.

7. Look at each of the following speakers. Identify the problem with the choices made and predict the consequences of their faulty choices in each case. Use the ideas that have been developed previously in this activity to help you focus your reading.



a. **Problem:** \_\_\_\_\_

**Consequences:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



b. **Problem:** \_\_\_\_\_

**Consequences:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_





I try to follow the news, but things are so complex. I don't know what to think. Don't ask me!

c. **Problem:** \_\_\_\_\_

**Consequences:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Yesterday, I was talking with my friend about politics. I didn't have much to say. I don't even know how government works!



d. **Problem:** \_\_\_\_\_

**Consequences:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Check your answers by turning to the Appendix, Section 1: Activity 4.

Activity 5: Summarizing the Essential Features of Citizenship



**Generalization:** a statement that summarizes several related ideas

One way of summarizing information or ideas is to make **generalizations** about them.

Generalizations are ways of tying information together to focus on the main ideas. You often hear people use the expression, “generally speaking.” This is a way to help you understand the most important ideas about a topic.

Study the example that follows.

Specific Ideas

- Responsible citizens are knowledgeable.
- Responsible citizens can interpret ideas.
- Responsible citizens are able to make decisions.



Generalization

Responsible citizens are able to look critically at ideas and make informed decisions.

Do you see how the generalization has pulled the specific ideas together?

1. Write a generalization for each of the following sets of specific ideas.

Specific Ideas	Generalization
<ul style="list-style-type: none"> <li>Responsible citizens are confident.</li> <li>Responsible citizens value the ideas of others.</li> <li>Responsible citizens believe in sharing ideas.</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> <li>Alienated citizens feel powerless.</li> <li>Alienated citizens are apathetic.</li> <li>Alienated citizens feel out of touch.</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> <li>Citizens are often unsure about what to think.</li> <li>Citizens are often unsure of different alternatives.</li> <li>Citizens are often unsure about how to interpret viewpoints.</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<ul style="list-style-type: none"> <li>Effective citizens know how the system works.</li> <li>Effective citizens are able to make informed decisions.</li> <li>Effective citizens know how to sell their ideas to others.</li> </ul>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Do your generalizations include all of the specific information?

Check your answers by turning to the Appendix, Section 1: Activity 5.



2. For each of the following generalizations choose the specific idea which is not included in the generalization. Place the Roman numeral of that idea in the space provided.

**Generalization: Responsible citizenship involves becoming more aware of issues facing society.**

**Specific Ideas:**

- I. Responsible citizens read the newspaper and watch the news.
- II. Responsible citizens share insights about social issues with each other.
- III. Responsible citizens enjoy the freedom to express their opinion.
- IV. Responsible citizens study politics and economics.

a. Idea not related to the generalization \_\_\_\_\_

**Generalization: Responsible citizenship involves developing decision-making skills.**

**Specific Ideas:**

- I. Responsible citizens can identify reasons for various points of view.
- II. Responsible citizens feel that decisions should be left to government.
- III. Responsible citizens know how to identify priorities.
- IV. Responsible citizens are able to predict the consequences of their choices.

b. Idea not related to the generalization \_\_\_\_\_

**Generalization: Responsible citizenship involves knowing how to influence decisions.**

**Specific Ideas:**

- I. Responsible citizens believe that their opinions should be kept to themselves.
- II. Responsible citizens feel that there are some ways of affecting decisions that are more effective than others.
- III. Responsible citizens feel it is important to be able to debate and express opinions.
- IV. Responsible citizens know how governments work and how they can contact politicians.

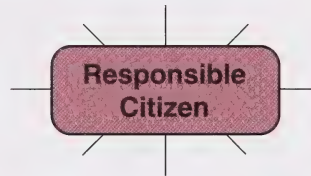
c. Idea not related to the generalization \_\_\_\_\_

*Concept: a complex idea with several parts*

## Using a Concept Map

A **concept** map is a very useful way of summarizing information. Concept maps can be very complex, or they can be quite simple. Either way, concept maps are an excellent way of seeing the major ideas of a topic together. To do a concept map you simply place the main idea in the middle of a circle and draw spokes out from the circle. To complete the concept map plot the related ideas on each spoke.

3. Make a concept map for the concept of what a responsible citizen is.



Check your answers by turning to the Appendix, Section 1: Activity 5.

### Pulling the Ideas Together

4. At this point think about the major ideas discussed in this introductory look at citizenship. Develop five good generalizations that summarize the major ideas that were discussed in this section.

• Generalization 1: \_\_\_\_\_

---

---

---

• Generalization 2: \_\_\_\_\_

---

---

---

• Generalization 3: \_\_\_\_\_

---

---

---

• Generalization 4: \_\_\_\_\_

---

---

---

• Generalization 5: \_\_\_\_\_

---

---

---

Check your answers by turning to the Appendix, Section 1: Activity 5.



## Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment.

### Extra Help

#### Citizenship



- People make decisions about the part they play in society.
- People must make decisions about how they will prepare in order to be able to influence the decisions made by society.
- To become prepared people must
  - become informed about the important issues affecting society
  - develop critical thinking skills
  - satisfy personal and societal goals
  - define the role of government
  - determine ways of influencing decisions
  - learn to accept authority
  - learn how to interact as members of society
  - learn to tolerate the ideas of others whether or not they agree with them
- Decisions a person makes about one aspect of citizenship will influence further decisions about other aspects of it.

1. a. Why can citizenship be looked at as a series of choices?

---

---

---

---

---

b. List eight aspects of citizenship identified in Section 1.

---

---

---

---

---

---

---

---

c. Why are the characteristics of citizenship closely connected with each other?

---

---

---

---

---

---

---

---

---

---

2. Complete the following chart. For each factor, state its importance in shaping citizenship.

Factor	Importance in Shaping Citizenship
Awareness of Issues	
Critical Thinking Skills	
Attitudes	

Check your answers by turning to the Appendix, Section 1: Extra Help.

Types of Citizenship

There are three types of citizenship:

- alienated
- conventional
- responsible

**Alienated citizens**

- are quite uninformed about the world
- are unaware of the major issues facing society
- feel that nobody listens to them so why bother
- have great difficulty understanding or accepting the views of others
- see little point in becoming involved in the decisions of society

**Conventional citizens**

- are more prepared to take part in society's decisions
- realize that social issues affect their personal lives
- feel a need to take an interest in what is happening in society
- have some knowledge of the issues in society
- have some decision-making skills
- work within the system
- wonder if the most useful and practical actions are being taken by government to correct society's problems
- are guided largely by society's expectations and by what is socially acceptable

**Responsible citizens**

- have a strong sense of how society's goals and their own personal goals relate
- are aware of the issues facing society
- have developed critical thinking skills which allow them to establish clear and easily defended positions on the issues
- are aware of the fact that many people think differently than themselves
- are prepared to accept the differences of others while not necessarily changing their own viewpoint
- realize the importance of all people taking part in influencing the direction of society
- understand how to influence the decisions of society in practical and effective ways



3. Select the citizenship type for each of the following.

W	X	Y
<ul style="list-style-type: none"><li>• uninformed</li><li>• unable to make decisions</li><li>• feels hopeless and lost</li><li>• doesn't care</li></ul>	<ul style="list-style-type: none"><li>• some awareness</li><li>• some decision-making skills</li><li>• feels part of society and fits in</li></ul>	<ul style="list-style-type: none"><li>• well informed</li><li>• able to make informed choices</li><li>• feels able to influence decisions</li><li>• considers consequences for self and society</li></ul>

a. What type of citizenship is illustrated by W?

\_\_\_\_\_

b. What type of citizenship is illustrated by X?

\_\_\_\_\_

c. What type of citizenship is illustrated by Y?

\_\_\_\_\_

Check your answers by turning to the Appendix, Section 1: Extra Help.

**Explaining Generalizations**

A generalization is a statement used to summarize several related ideas. The following four generalizations summarize much of what you have learned about citizenship in this section.

4. Explain, in your own words, what is meant by each of the following generalizations.

a. "The choices we make as citizens are always accompanied by consequences."

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- b. "Citizenship choices vary from one person to the next."

---

---

---

---

- c. "Responsible citizenship results from the ability to make good decisions."

---

---

---

---

- d. "Responsible citizenship results from the ability to influence decisions while considering the rights of others."

---

---

---

---

Check your answers by turning to the Appendix, Section 1: Extra Help.

### Considering the Consequences of Citizenship

Individuals make different choices about citizenship. One might choose to become deeply involved in influencing the decisions of government. Another might wish to, but does not know how. Still another might decide not to bother getting involved, thinking "my point of view won't be listened to anyway." Consequences result no matter what choices a person makes.

There are several ways to predict what the consequences of a person's choices will be.

The three methods discussed in this section were

- **The Universal Consequences Test:** What would happen if everybody thought the way you do about this subject or what would result if they all made the same choice as you?
- **The Role Exchange Test:** Try to put yourself in the other person's shoes. How would you feel if someone else was talking to you this way or asking you to make such a change?
- **The New Cases Test:** Think of what would happen if an everyday method or someone else's method were used to solve an unusual problem. Would it work as well? better? worse?

5. Consider the consequences of citizenship choices.

- a. Why is it important to be able to predict the consequences of our decisions and actions as citizens?

---

---

---

---

- b. What questions do you ask when you use these methods of predicting consequences?

Universal Consequences Test: \_\_\_\_\_

---

---

Role Exchange Test: \_\_\_\_\_

---

---

New Cases Test: \_\_\_\_\_

---

---

- c. Why can the way we prepare for citizenship lead to undesirable consequences?

---

---

---

---

---

---

---

---

---

---

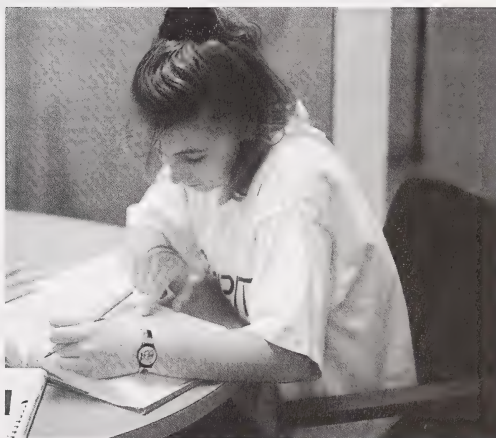
Check your answers by turning to the Appendix, Section 1: Extra Help.

### Enrichment

Do **either** 1 or 2.

*Note: For question 1, you might include magazine pictures, photos, drawings, and so on which show the qualities of citizenship.*

1. Using materials of your choice, prepare a **collage** which presents your interpretation of the meaning of citizenship.
2. Using your own paper, write a biography about someone who you think represents the qualities found in responsible citizenship.



Check your answers by turning to the Appendix, Section 1: Enrichment.



## Conclusion

In this section you have looked at some important aspects of citizenship. You have seen that citizenship can be looked at as a series of choices involving a group of connected ideas. You have also seen that the choices made by citizens are influenced by three factors: awareness and understanding of social issues, ability to think critically in making decisions, and the nature of attitudes toward self and society. You have come to realize that the choices you make as a citizen are accompanied by consequences. The skills component of this section has helped you to interpret and evaluate the choices citizens make. Each of the activities in this section has helped you gain a more complete understanding of responsible citizenship.



WESTFILE INC.

Assignment  
Booklet

### ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

# Goals of the Individual



PHOTO SEARCH LTD.

**D**o you think that people should be responsible for their own lives? Do you think that people become weak when they receive help from government? Do you agree that the world would be a better place to live if everyone looked after themselves? Are people happiest when they are able to do things for themselves? Should people be free to pursue their own self-interest?

**T**his section will focus on the concerns of the individual in society. The activities focus on the goals of the individual in society and are designed to help you to

- understand the meanings of the terms *self-interest* and *individualism*
- understand why people believe in self-interest
- analyse and evaluate the arguments for belief in self-interest
- understand the need to balance individual goals with those of society
- determine the advantages and disadvantages of individualism

## Activity 1: Self-interest and Individualism

The previous section asked you to look at the various choices citizens must make. Did you notice how many of these choices involved looking after your own personal interests and goals?

Those people who claim that people should be primarily concerned with satisfying their own personal interests and goals express a belief in individualism. Individualism also emphasizes the notion that persons should act on their own to accomplish their goals. Individualists also believe that society’s welfare is provided for when individuals take on the responsibility of caring for themselves. Because individualists stress the importance of **self-reliance**, they expect the government to play a limited role in society.

*Self-reliance: depending on one’s own abilities and skills*

*Individualism: a belief that emphasizes the goals of the individual*

### Individualism

- People are motivated to satisfy personal goals.
- People act on their own to satisfy their own goals.
- Society’s welfare is provided for when individuals assume responsibility for themselves.
- Government plays a limited role in society.

1. Do you think people should act on their own to satisfy their own personal goals? Why or why not?

---

---

---

---

2. Why do you think individualists believe that society’s welfare can be provided for as people assume responsibility for themselves?

---

---

---

---

3. Why do you think individualists believe in limiting the power of government?

---

---

---

---

Check your answers by turning to the Appendix, Section 2: Activity 1.

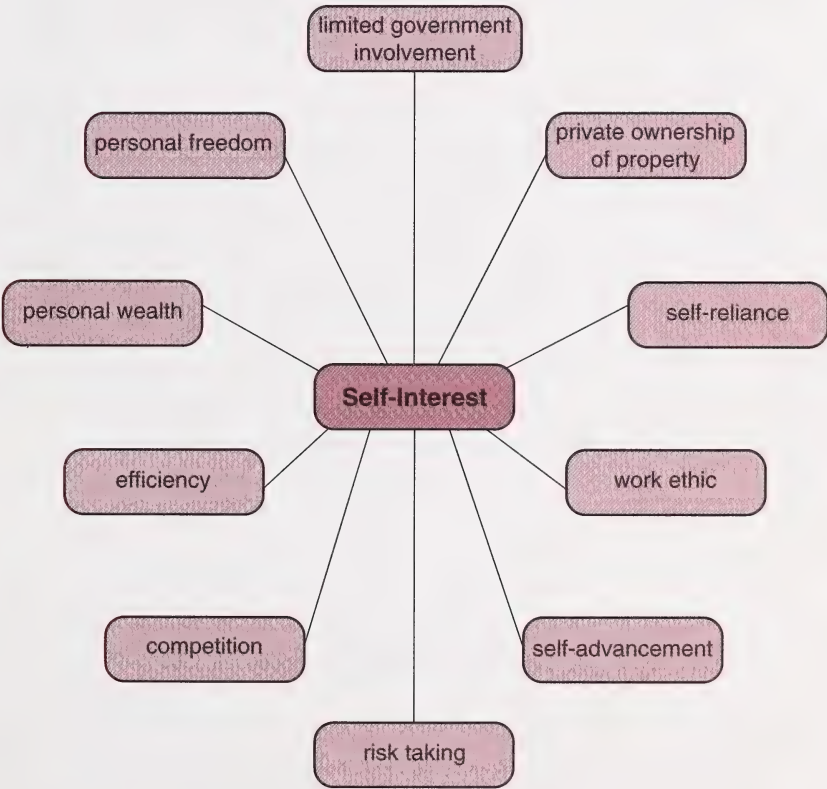
Examine the view of individualism presented in the following concept map.

**Limited government involvement:** a belief that government should have limited say in society, that individuals should rely upon themselves rather than the government for guidance and funds

**Work ethic:** belief that higher self-esteem occurs when a person contributes to society by having a job and working hard at it

**Self-advancement:** progress made as a result of one's own efforts

**Efficiency:** putting one's resources (time, money, abilities) to the best possible use



As you look at these components of self-interest, you will see that there are many connections among these ideas.



4. Explain how each of these ideas relates to self-interest? Try to form some connections.

a. Self-interest and personal freedom

---

---

---

---

b. Self-interest and limited government

---

---

---

---

c. Self-interest and private ownership

---

---

---

---

d. Self-interest and hard work ethic

---

---

---

---

e. Self-interest and risk taking

---

---

---

---

5. How are the following aspects of self-interest related?

a. Private ownership of property and self-advancement

---

---

---

b. Competition and risk taking

---

---

---

c. Competition and efficiency

---

---

---

d. Self-advancement and a work ethic

---

---

---

e. Personal freedom and private ownership of property

---

---

---

f. Personal freedom and limited government

---

---

---

6. What aspect of individualism is illustrated by each of the following pictures?



a. \_\_\_\_\_

WESTFILE INC.



b. \_\_\_\_\_

WESTFILE INC.



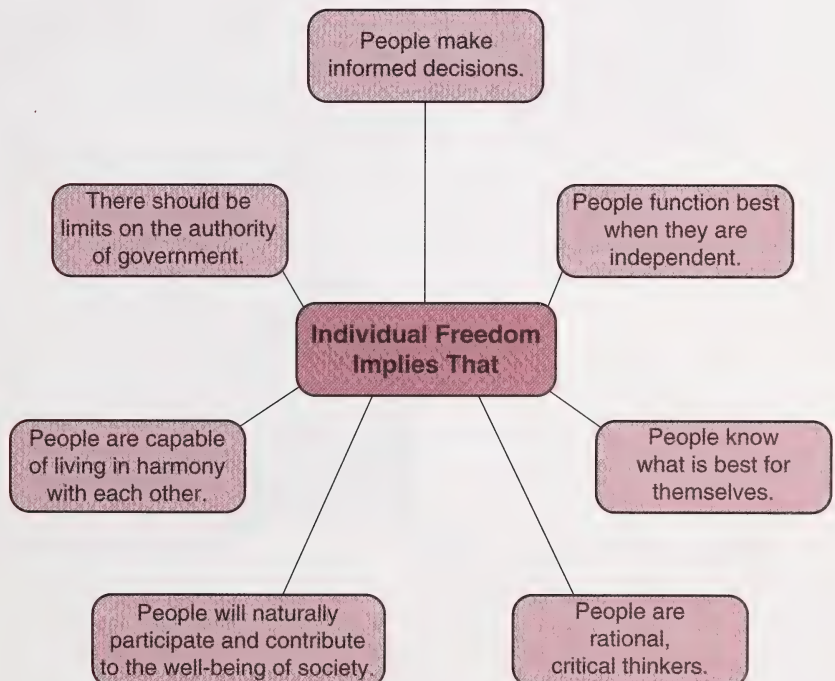
c. \_\_\_\_\_

WESTFILE INC.

Check your answers by turning to the Appendix, Section 2: Activity 1.

## Activity 2: Reasons for Belief in Individualism

Examine the following concept map. It gives you another view of individualism.



*Thinking rationally: being able to make logical choices*



As you look at the preceding concept map, notice that a number of reasons are given to support a belief in individualism.

What questions are raised by the concept map?



Are people able to make informed choices?



How about... Are people always capable of living in harmony with each other?



Can people function best when they are able to act in an independent way?



Those are all very helpful research questions. You will find that such research questions are very useful to you as a student.

How?

They allow you to focus on the major ideas related to a topic. As you develop good research questions, you are able to focus your attention more closely. Then you will approach your study in a more organized and systematic way.

Use the concept map at the beginning of Activity 2 to develop your own research questions. Questions beginning with *Who*, *What*, *When*, *Where*, *Why*, and *How* are easiest to construct.

- 1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
- 2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

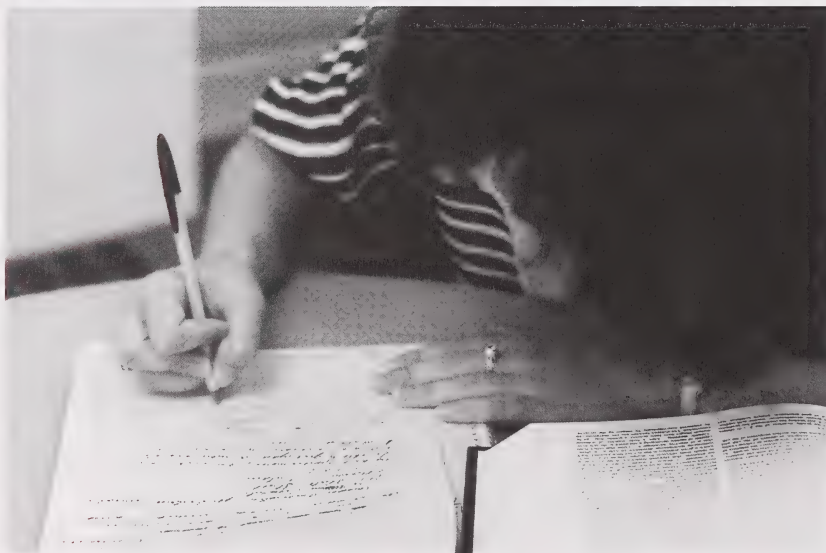
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Have you asked research questions that help you to

- identify the connections among the various elements of the concept map?
- locate, gather, and organize information?
- focus your thinking and gain insight into the topic?

Check your answers by turning to the Appendix, Section 2: Activity 2.



### Activity 3: Interpreting Differing Viewpoints on Individualism

Because you have studied individualism and the reasons used to support it, it would be a good idea to look at these arguments as a broader view of human nature. Many people believe that seeking self-interest is a view of human nature to be accepted wholeheartedly. Others have serious reservations about this as a worthy value.

Are some ways of presenting a viewpoint more effective than others?

Examine the following statements made by each of the speakers.



Speaker I

Our way of life, based on greed, is responsible for the poverty and increased crime in our society.



Speaker II

The spirit of self-help is the root of all genuine growth in the individual. As individuals grow strong, society flourishes.



Speaker III

I believe in the individual. Prosperity and happiness are best achieved when people live by their own will and intelligence. Each person is a responsible citizen.



*Exploitation: the taking advantage of another person*



Competition is another word for **exploitation**. Why should we be placed in a situation where one person's gain is always another person's loss?

Speaker IV

1. Try to interpret the viewpoints presented by the speakers.
  - a. Which speaker(s) is committed to individualism?  
\_\_\_\_\_
  - b. Which speaker(s) doubts that individuals acting on their own contribute to the well-being of society?  
\_\_\_\_\_
  - c. Which speaker(s) believes that competition is harmful to society?  
\_\_\_\_\_
  - d. Which speaker(s) believes that individuals should rely on their own resources and skills?  
\_\_\_\_\_
  - e. What arguments could be used to oppose the position taken by Speaker I?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - f. Why might Speaker II extend her argument by stating the importance of hard work and risk taking?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Distinguishing Fact from Opinion

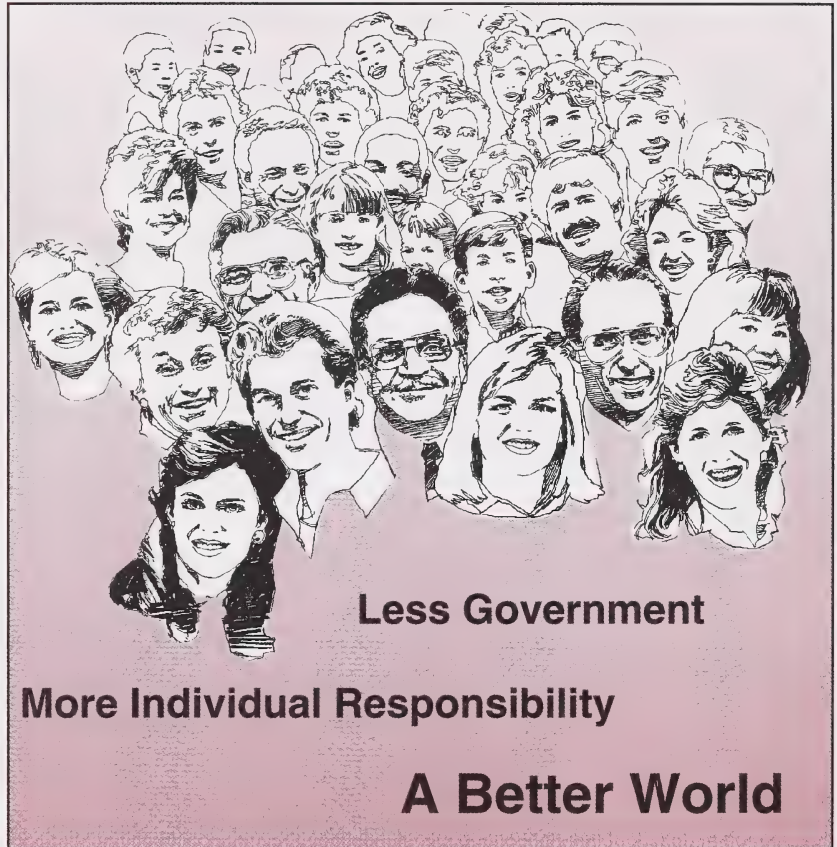
2. Look at the following statements about individualism, decide if the argument is based on fact, or if it is based strictly on unsupported opinion. Place an **F** beside the following statements that are based on fact. Place an **O** beside the statements that are based on unsupported opinion.
- a. \_\_\_\_\_ Anyone on welfare is lazy and should be forced to find a job.
  - b. \_\_\_\_\_ Individuals abuse freedom and should be made to serve the interests of society.
  - c. \_\_\_\_\_ Competition and risk taking play an important role in acquiring personal wealth.
  - d. \_\_\_\_\_ Some people believe that individuals are capable of acting in the best interests of society without being forced to do so.
  - e. \_\_\_\_\_ All people on welfare are victims of society and deserve to be secure in the income and care they receive.
  - f. \_\_\_\_\_ Individuals should be responsible for adequately feeding, clothing, and sheltering themselves.
  - g. \_\_\_\_\_ Some people believe that individuals are weak and in need of protection by the government.
  - h. \_\_\_\_\_ Society would be stronger if we stressed competition more and cooperation less.
  - i. \_\_\_\_\_ Asking individuals to assume more responsibility for themselves is far more important than asking government to solve the basic social and economic ills of society.
3. As you listen to the viewpoints of others, why do you think it is important to be able to distinguish fact from unsupported opinion?

Check your answers by turning to the Appendix, Section 2; Activity 3.

### Activity 4: Balancing Individual Goals with Society's Goals

You have now seen that belief in individualism is a view that is strongly held by some and criticized by others. The citizen is faced with deciding how many of their decisions and actions should be motivated by self-interest.

Examine the poster that follows.



1. a. What message is conveyed by the poster?

---

---

---

---

- b. State some reasons why a person would support this point of view.

---

---

---

---

In Section 1 you learned methods of examining the consequences of choices we make as citizens. Do you remember the Universal Consequences Test? If not, go back now and review it before answering the next question.

2. Apply the Universal Consequences Test to the viewpoint shown in the poster.

- a. What would be the benefits if everyone thought this way?

---

---

---

---

- b. Are there any drawbacks to this way of thinking? What problems could be created if this way of thinking was carried to the extreme? Why might some people object to this way of thinking? Your response should answer all three questions.

---

---

---

---

---

---

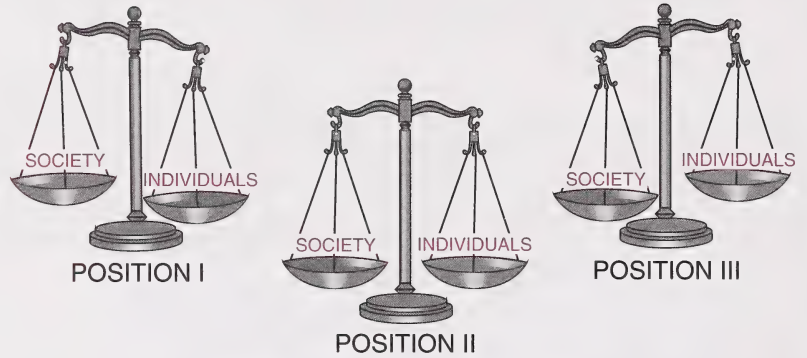
---

---

Check your answers by turning to the Appendix, Section 2: Activity 4.



By looking at the point of the poster and applying the Universal Consequences Test, you should see that society and its citizens must make choices. The following diagram of balance scales will help you to understand the choices that society and its citizens must make.



A balance scale implies that one thing must be weighed against another. If two items are put on one side of the balance scale, it could tip. Do you see that the scale can tip **significantly** in one direction or the other?

3. a. In what direction would people who believe in individualism wish to see the balance scale tip? In other words, which position would they prefer?

---

- b. Would the attempts to balance individual goals with society's goals change when events and trends in the real world change?

---



---



---

- c. What circumstances might cause the balance scale to shift?

---



---



---

Check your answers by turning to the Appendix, Section 2: Activity 4.

**Activity 5: Summarizing the Essential Features of Individualism**

In Section 1 you learned to use generalization as a way of summarizing major ideas. If you are unable to make generalizations, review this procedure before answering the next question.

Develop generalizations that will help you focus your thinking about what individualism means and the reasons people use to support their belief in it. Make sure your generalizations are written in your own words. Write three generalizations for each question.

- 1. Generalizations about the meaning of individualism:

---

---

---

---

---

---

---

---

- 2. Generalizations about the reasons used to support a belief in individualism:

---

---

---

---

---

---

---

---

Check your answers by turning to the Appendix, Section 2: Activity 5.

In Section 1 you were also introduced to the use of a concept map as another way to focus and organize main ideas. In this section you have been asked to look at the advantages and disadvantages of acting on the basis of self-interest.

3. Summarize your understanding of these choices by completing the following concept maps.

a.



b.



Check your answers by turning to the Appendix, Section 2: Activity 5.

Follow-up Activities

If you had difficulty understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment.

Extra Help

You may have heard the expression “Heaven helps those who help themselves.” That is basically the philosophy of the individualist.

The individualist believes that

- the main aim in life should be to satisfy personal goals
- most people are motivated to satisfy their own goals
- if individuals take the responsibility for looking after themselves, society’s welfare will be looked after
- government should have only a small role to play in society

Advocates of individualism or self-interest argue that their philosophy provides

- |                    |                                  |
|--------------------|----------------------------------|
| • personal freedom | • self-advancement               |
| • personal wealth  | • work ethic                     |
| • efficiency       | • self-reliance                  |
| • competition      | • private ownership of property  |
| • risk taking      | • limited government involvement |

1. What are the four most important features of individualism?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
2. Why do some people believe that by satisfying their own individual goals, they contribute to the well-being of society?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



3. Why do other people see drawbacks in acting out of self-interest?

---

---

---

---

4. Why is the development of skills important in interpreting and judging points of view?

---

---

---

---

5. How do the following skills help you to interpret and make judgements about a point of view?

- a. developing research questions

---

---

---

- b. distinguishing fact from opinion

---

---

---

- c. predicting consequences

---

---

---

Check your answers by turning to the Appendix, Section 2: Extra Help.

## Enrichment

Use your own paper to do **one** or **more** of the following.

1. Conduct an investigation into the lives of individuals like Donald Trump, Henry Ford, or Howard Hughes. Why are these men examples of the spirit of individualism? Consult your school or public library to obtain this information.
2. Conduct an investigation into the operation of a successful business in your community. What appear to be the reasons for its success?
3. Conduct an investigation into a small business that is starting out in your community. How are its **entrepreneurs** attempting to capitalize on an idea by starting a business of this kind? You would need to make an appointment with the entrepreneur to discuss this.
4. Survey your local newspaper for accounts of government decisions regarding our society and our economy. What headlines might indicate an emphasis on individualism?

*Entrepreneur: one who owns, organizes, manages, and assumes the risks of a business*

Check your answers by turning to the Appendix, Section 2: Enrichment.

## Conclusion

Section 2 has focused on the goals of the individual in society. You have been introduced to the belief of individualism and the reasons used by people who support this belief. This section also focused on the fact that there is a need to establish a balance between the goals of the individual and the goals of society. To help you interpret and make choices to balance the goals of the individual and those of society, you have developed some critical thinking skills.

## ASSIGNMENT

There is no assignment for this section.

# Goals of Society



WESTFILE INC.

**W**hat do you think it means when we say that humans are social animals? Why do you think humans organize into societies? Do humans rely on group living to provide for order, protection, and security? Does the fact that humans live in societies present any special challenges? Should individuals conform to the goals of society as a whole?

**T**he activities in this section focus on the goals of society and are designed to help you

- understand the meaning of the term *collectivism*
- understand the reasons why some people believe that the collective interest must be emphasized
- analyse and evaluate arguments used by supporters of collectivism
- appreciate the difficulty in balancing the interests of the individual with the collective goals of society
- establish your own position on how a society can balance individual goals with the collective goals of society

Activity 1: Choices About Society’s Goals and Collectivism



In Section 2 you looked at the goals of the individual in society and the reasons why some people support a belief in individualism. You also learned that because individuals are part of a larger society, there is a need to balance the goals of the individual with the goals of society. Citizens, therefore, must make choices about the goals of society, as well as about the goals of the individual.

*Collectivism: an ideology that emphasizes the goals of society*

Those people who believe that the goals of society should be emphasized express a belief in **collectivism**. Collectivists believe that people function best by acting as part of a larger group. Collectivists are concerned about providing security for all people. They believe that individuals need to be protected and helped. According to collectivists, the best way to meet the needs of individuals is to coordinate the resources of society toward common goals. By establishing order in society, collectivists believe that the needs of individuals are provided for in a secure and protected environment. Collectivists believe that government should play a major role in society to act on behalf of all individuals.

Collectivism

- Emphasis is put on society’s goals.
  - People are held to function best as part of a group.
  - Provision should be made for the security of all individuals.
  - People are seen as needing help.
  - Society’s resources should be coordinated.
  - Government plays an extensive role, acting on behalf of the people.
1. Why do you think collectivists believe that government should act on behalf of individuals?
- 
- 
-



2. Why do you think collectivists believe that individuals require the help of society to achieve their goals?

---



---



---



---

3. What are some specific goals that require the coordinated action of society to achieve?

---



---



---



---

Check your answers by turning to the Appendix, Section 3: Activity 1.

Examine this view of collectivism which is presented by the following concept map.



*Order: structure and stability in society*

*Coordination of Resources: organizing the raw materials and human abilities of a society*

Comparing Beliefs

There are different ways of looking at human nature regarding parallel views. This means that one view of a certain idea may differ from another view. Think of a two-sided coin. For every idea on one side of the coin, there is another view on the flip side.



It may help to understand the meaning of collectivism if you compare it with the ideas related to individualism. Refer back to Section 1, Activity 1 in order to complete the following chart.

4.

Collectivism Beliefs	Individualism Beliefs
extensive involvement of government in society	
public ownership of property	
cooperation	
coordination of resources	
equality	
greatest good for the greatest number	
order	
sharing	
common direction of society	
security	

Check your answers by turning to the Appendix, Section 3: Activity 1.

## Forming Connections

You will see by now that many of the activities in this module are asking you to form connections between related ideas. By forming these connections you will gain a more complete grasp of the major ideas and concepts.

5. See how well you are able to form connections between the ideas related to collectivism.

- a. Why do collectivists believe that coordinating resources is necessary in order to achieve a common direction for society?

---

---

---

---

- b. Why do collectivists believe that planning is necessary in order to achieve efficiency in society?

---

---

---

---

- c. Why do collectivists believe that public ownership of property is necessary to provide for order in society?

---

---

---

---

- d. Why do you think collectivists believe that extensive government involvement is needed in society to provide for the greatest good for the greatest number of people?

---

---

---

---

e. Why do you think collectivists believe that cooperation is necessary in order to provide equality in meeting an individual's needs?

---

---

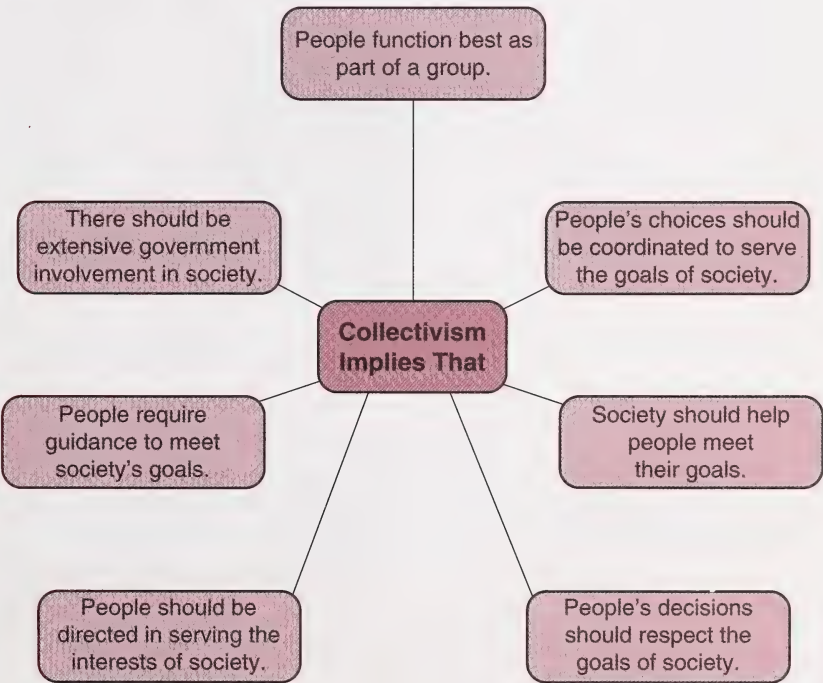
---

---

Check your answers by turning to the Appendix, Section 3: Activity 1.

Activity 2: Reasons for Believing in Collectivism

Now that you are beginning to understand this second view of human nature, it is important for you to understand the reasons that people have for believing in collectivism. Examine the reasons for a belief in collectivism as presented in the following concept map.







As you look at the preceding concept map, it would be useful to compare it with the concept map in Section 2, Activity 2. In that map you saw that several questions were raised about who we are as people and how we are motivated. Do you see any questions which grow out of the concept map presented in this activity?

Yes! Does collectivism mean that individuals must surrender their freedom to the authority of government?



How about... does collectivism mean that individuals are incapable of directing their own affairs?

The one I thought of was, does collectivism mean that individuals should substitute the goals of society for their own goals?





2. Complete the following chart.

<b>Reasons Supporting Collectivism</b>	<b>Reasons Supporting Individualism</b>
People function best as part of a group.	
People's choices should be coordinated to serve the goals of society.	
People should act in the best interests of society.	
People's decisions should respect the goals of society.	
People should be directed to serve the goals of society.	
People require guidance to ensure that society's goals are achieved.	
There should be extensive government involvement in society.	

3. Why do you think some people would prefer a society where order is imposed?

---



---



---



---

Check your answers by turning to the Appendix, Section 3: Activity 2.

In earlier activities in this module, you examined statements expressed by various citizens. You also identified viewpoints which differ from each other and examined the reasons used by people to support their viewpoints. You decided whether certain viewpoints were based on fact or on unsupported opinion.

You have been presented with the thought that no idea is without a consequence and you have seen that each choice made by a citizen leads to a certain outcome.

**Activity 3: Analysing and Evaluating Collectivist Arguments**

In this activity you will gain further practice in applying analysing and evaluating skills as you look at the arguments used to support a belief in collectivism.

Before you begin reading the case studies that follow, examine the chart below. This chart will help you to consider the position taken with a more critical eye.

The chart shows you a systematic way of reading for purpose and it shows you a series of steps to analyse and evaluate a point of view.

Step	Actions
Position taken	Summarize the viewpoint in your own words.
Evidence used	Is the position based on evidence or opinion?  What evidence is used to support the position?
Consequences for the individual	How will this position affect the individual in a positive way? in a negative way?
Consequences for society	How will this position affect society in a positive way? in a negative way?



*Unemployment Insurance: a program to provide assistance to those without jobs*

## Case Study 1

On the issue of **Unemployment Insurance**, I feel strongly that any action to weaken our present policies should be immediately stopped. Uncertain economic conditions and changing job opportunities require that all workers have some protection. Look at the homeless, and the inhuman conditions the unemployed worker had to live through in the 1930s to see what can happen when society provides no support to those in need.

### 1. Your Analysis

- a. Position taken: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- b. Evidence used: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- c. Consequences for the individual: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- d. Consequences for society: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Check your answers by turning to the Appendix, Section 3: Activity 3.

## Case Study 2

The government has been cutting back its funding for education. Well, I think this is a big mistake. How on earth can we expect our country to compete in a highly technological world when we aren't using our resources to equip people with the skills they need to make it in today's world? How are people supposed to get good jobs if they can't get a proper education? How are we supposed to go on to colleges and universities if we can't get loans to get there?

### 2. Your Analysis

a. Position taken: \_\_\_\_\_

---

---

---

b. Evidence used: \_\_\_\_\_

---

---

---

c. Consequences for the individual: \_\_\_\_\_

---

---

---

---

d. Consequences for society: \_\_\_\_\_

---

---

---

---

Check your answers by turning to the Appendix, Section 3: Activity 3.

### Case Study 3

Well, I think that governments are right in introducing strong anti-smoking laws. The evidence is too strong to ignore. The health of our nation is seriously hurt by allowing smoking to go on unchecked. Look at the costs we have to pay for the effects of smoking. High blood pressure, cancer, and heart disease are only a few of the health problems that our society must deal with due to continued smoking. As far as I am concerned, smoking should be outlawed all together.

#### 3. Your Analysis

a. Position taken: \_\_\_\_\_

---

---

---

b. Evidence used: \_\_\_\_\_

---

---

---

c. Consequences for the individual: \_\_\_\_\_

---

---

---

---

d. Consequences for society: \_\_\_\_\_

---

---

---

---

Check your answers by turning to the Appendix, Section 3: Activity 3.

### Case Study 4

I just can't believe that anyone would question a law making seat belts compulsory. The facts are clear. Accident victims who refused to wear seat belts have experienced far more serious injuries than those who were wearing seat belts. It makes no sense to question this law. It is society who has to pay the costs in the long run.

#### 4. Your Analysis

a. Position taken: \_\_\_\_\_

---

---

---

b. Evidence used: \_\_\_\_\_

---

---

---

c. Consequences for the individual: \_\_\_\_\_

---

---

---

---

d. Consequences for society: \_\_\_\_\_

---

---

---

---

Check your answers by turning to the Appendix, Section 3: Activity 3.



### Case Study 5

The rich are only interested in themselves. They do whatever they want. Those of us who work for them are like puppets. As far as I am concerned, all of their businesses should be taken over by government and run on behalf of the people.

#### 5. Your Analysis

a. Position taken: \_\_\_\_\_

---

---

---

b. Evidence used: \_\_\_\_\_

---

---

---

c. Consequences for the individual: \_\_\_\_\_

---

---

---

---

d. Consequences for society: \_\_\_\_\_

---

---

---

---

Check your answers by turning to the Appendix, Section 3: Activity 3.

## Activity 4: Balancing Society's Goals with Individual Goals

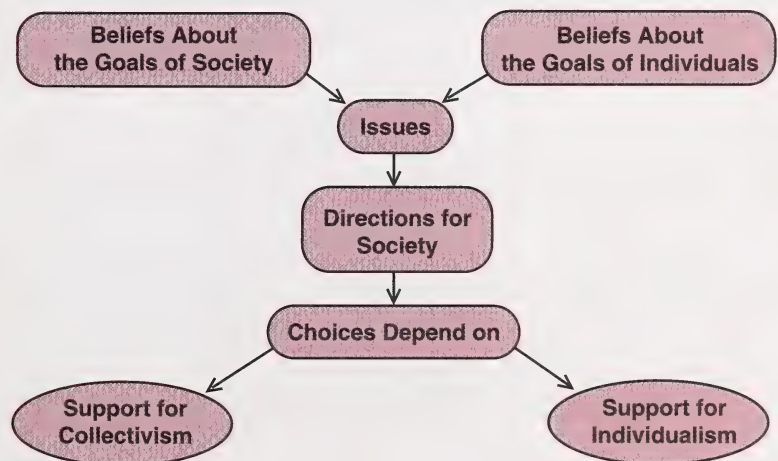
In Section 2, Activity 4, you were introduced to the idea that society functions much like a balance scale. It is necessary for society and its citizens to find some way of balancing the goals of individuals with the goals of society. Once again, this involves making choices.

It would be unrealistic for you to think that this is a choice that involves selecting one set of goals and ignoring the other set of goals. Rather, modern societies have elements of individualism and collectivism present. Society and its citizens must make choices about the degree, or the extent, to which they emphasize these competing views of human nature.

Because people support different views of human nature, they are eager for society to move in an appropriate direction. Individualists hope to see society place greater emphasis on self-reliance and wish to see the role of government restricted. On the other hand, collectivists wish to see a greater role played by government to serve the needs of all people in society.

This disagreement over what direction society should take can lead to some specific questions. These questions are known as issues. You can now think of an issue as a question which asks about the direction that society should take on a certain matter. Do you see how beliefs about human nature affect the choices people make about various issues? Collectivists and individualists would disagree on the choices that society should make on a given issue.

Use the following diagram to help focus your thinking on what you have just read.



Here are some examples of issues that develop out of the disagreements between individualists and collectivists:

- Should governments provide social welfare benefits for all of its citizens?
  - Should governments restrict personal freedoms during times of economic crisis?
  - To what extent should citizens express ideas which are unpopular?
  - To what extent should citizens be free to compete with each other in order to acquire wealth?
  - To what extent should governments plan the direction of the economy?
1. Examine the following chart. For each issue presented, decide what position would be taken by the individualist and what position would be taken by the collectivist.

Issue	Position of the Collectivist	Position of the Individualist
Should governments impose restriction on the use of firearms?		
Should governments raise the legal drinking age?		
Should governments provide financial aid to citizens?		
Should governments provide funds for day-care programs?		
Should governments control the activities of business?		
Should governments provide loans to students?		

2. Completion of the following chart will help you understand how the collectivist and the individualist differ in their responses to the various issues facing society. (Remember, issues are stated as **should** questions.)

Statement	Issue	Position Represented	Position of Opposing Viewpoint
If I want to smoke, I will smoke. Don't impose any more restriction on my personal life.			
Society needs gun control legislation. Things are just too dangerous without this kind of law.			
We must let business run its own affairs. The spirit of <b>free enterprise</b> makes this country great.			
The government should change its taxation policies. It seems grossly unfair to work this hard and have to pay all of these taxes.			

*Free enterprise: a belief that individuals should be able to own and run their businesses free from government control*

Check your answers by turning to the Appendix, Section 3: Activity 4.

From the work you have just done on these charts, you should see that more than one position always exists on any given issue. These differing viewpoints are not easily combined when decisions are made in society.

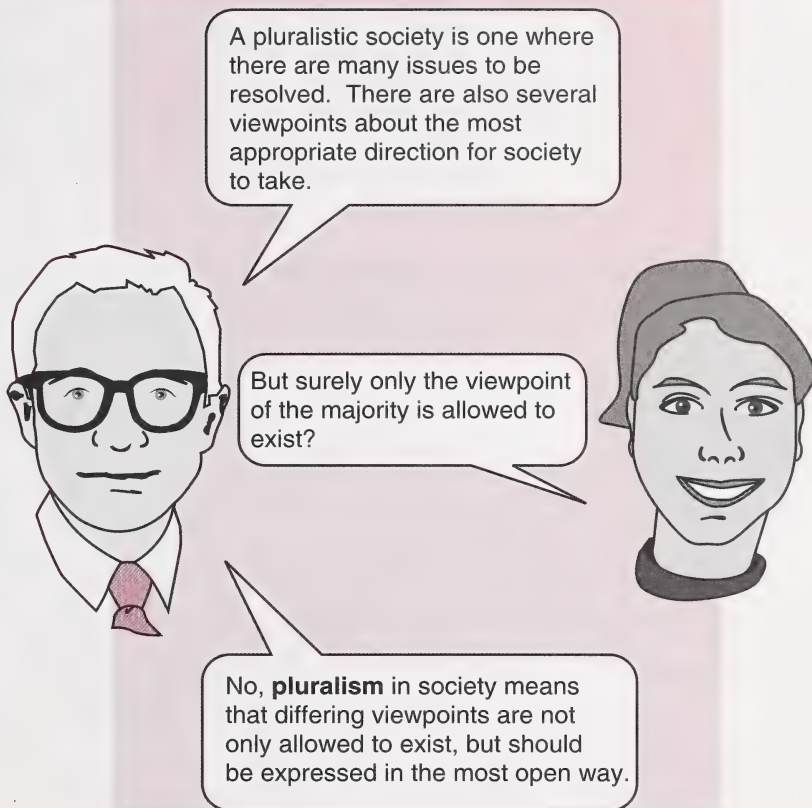


3. Is it possible for a society to emphasize a collectivist viewpoint on certain issues and an individualistic position on other issues?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
4. Is it possible for a society to emphasize a general trend toward collectivism at certain times and at other times emphasize a general trend toward individualism?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Check your answers by turning to the Appendix, Section 3: Activity 4.

### Activity 5: Establishing Your View of Individualism and Collectivism

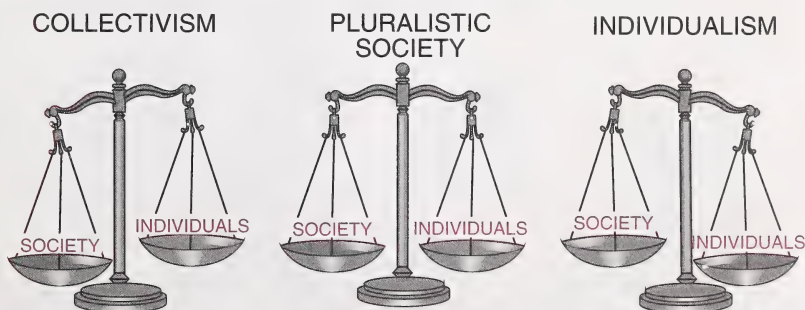




***Pluralism:** the fact that there are many different viewpoints about issues in society*

***Accommodate:** to make room for*

A pluralistic society must **accommodate** both the perspectives of collectivism and individualism; it is faced with the question of how much of each view of human nature should be reflected in the decisions it makes.



Review the characteristics of citizenship which were presented to you in Section 1 of this module. Does society's task of accommodating the individualist perspective and the collectivist perspective present any special challenges for the individual citizen? How do the citizens respond to viewpoints that differ from their own? How do individuals share their understandings of issues through different views of human nature? How do individuals become involved in society in order to influence the decisions that must be made by society and its citizens?

These questions may take a long time to answer and are really life-long questions which you should continue to reflect upon. To start thinking about the choices involved in these questions, it would be helpful for you to establish your own position about the perspectives of individualism and collectivism.

1. Which of these perspectives do you think should be emphasized more in our society? Why?

---

---

---

---

2. In what way do you think your position is beneficial to the individual? to society as a whole?

---

---

---

---

3. Why is it necessary for society to make room for a perspective of human nature that differs from your own?

---

---

---

---

Check your answers by turning to the Appendix, Section 3: Activity 5.

## Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment.

### Extra Help

#### Collectivism

The belief that the goals of society are more important than the goals of the individual is known as collectivism.

Collectivists believe the following:

- The needs of the individual are provided for in a secure and protected environment.
- Government should play a major role in society to act on behalf of all individuals.
- Emphasis should be on society's goals not the individual's.
- People function best as part of a group.
- Security should be provided for all individuals.
- People need to be helped.
- Society's resources should be coordinated by government.
- There should be public ownership of property.
- Collectivism will create order in society.
- Under collectivism all people are equal.
- People require guidance to ensure society's goals are met.

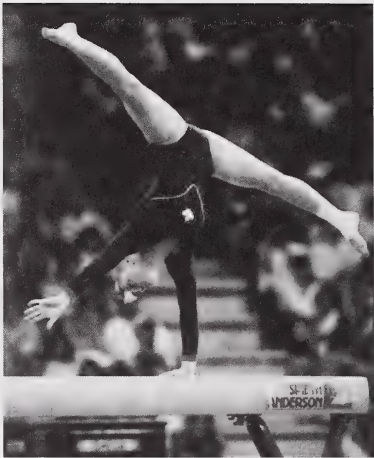




**Pluralism**

Just as the gymnast in the photo on the right must maintain her balance in order to stay on the beam, so society must strike a balance between individualism and collectivism to maintain its equilibrium. The belief that society must find a balance between individualism and collectivism is known as pluralism.

The questions that follow will help you to understand how society balances these two views. You may wish to review the characteristics of individualism and of collectivism before you begin to answer the questions.



WESTFILE INC.

1. What are the most important features of collectivism?

---

---

---

---

---

---

---

2. Why do some people believe that society should help individuals meet their personal goals?

---

---

---

---

---

3. Why do some people see drawbacks in collectivism?

4. List the main arguments for and against collectivism.

COLLECTIVISM	
Arguments For	Arguments Against

5. List ways in which collectivism and individualism differ.

Individualism	Collectivism

6. How does your viewpoint about individualism and collectivism influence the way you respond to social issues?

---

---

---

---

7. What is a pluralistic society?

---

---

---

8. Why must a pluralistic society accommodate individualism and collectivism?

---

---

---

---

9. Why is it difficult to accommodate the views of collectivism and individualism in society?

---

---

---

10. Why might government emphasize individualism at one time and collectivism at another?

---

---

---

---

Check your answers by turning to the Appendix, Section 3: Extra Help.

## Enrichment

Do **either** question 1 **or** question 2.

1. Conduct an investigation into one of the following organizations: a union, a cooperative, a credit union. In what way do these groups reflect the ideas of collectivism? You might contact one of them and arrange for an interview to obtain this information. Form questions in advance.
2. Survey your local newspaper for accounts of government decisions about our society and economy. What kinds of headlines emphasize collectivism?

Check your answers by turning to the Appendix, Section 3: Enrichment.

## Conclusion

In this section you have focused on the goals of society. You have been introduced to the belief of collectivism and the reasons why people support this point of view. You have been introduced to the idea that society is forced to deal with issues because of the presence of two competing views of human nature. Issues are questions about which direction society should take on certain matters. The position individuals take on issues is greatly influenced by their view of human nature. Because modern societies must make room for both the individualist and collectivist perspectives, citizens are presented with significant challenges about how these issues are resolved. You have developed skills necessary to interpret points of view and to help you deal with issues more effectively.

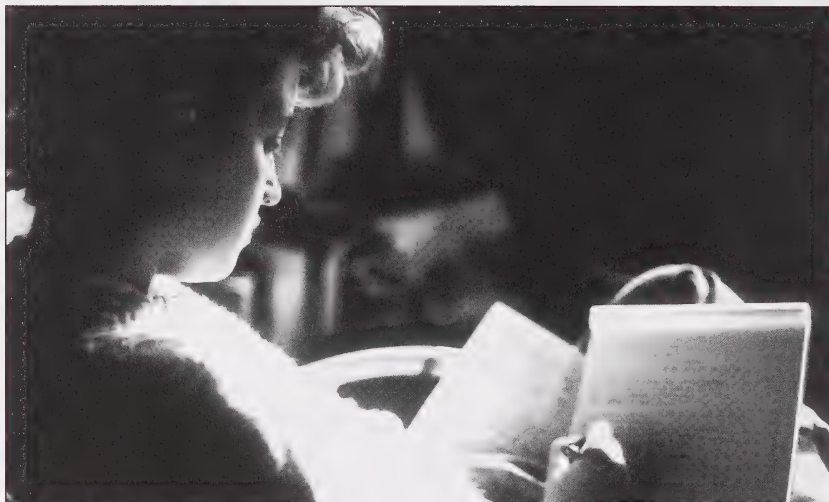
## ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

Assignment  
Booklet



# An Introduction to Political and Economic Systems



WESTFILE INC.

If you had the opportunity to organize a society, how would you do it? What sort of government would you create? How much would you focus on the well-being of the individual and how much would you stress the order and stability of society? When there were limits to the supply of available resources, how would you satisfy the demands and wants of individuals? How would you settle disagreements among individuals and groups? To what extent would you allow individuals to influence the decisions made by government? How would you expect leaders to act? What would be your goals for society? This section will focus on political and economic systems as a way of organizing the decision-making processes in society.

The activities in this section will provide you with an introduction to political and economic systems and are designed to help you to understand

- all societies require a form of organization for decision making
- the purpose of political systems
- the purpose of economic systems
- the relationship between political and economic systems
- different political and economic systems place differing emphasis on the goals of the individual and the goals of society

## Activity 1: Models of Organization and Decision Making

In the last section you learned that society is forced to make decisions about issues that grow out of disagreements over the goals of the individual and the goals of society. Competing views about individualism and collectivism make it necessary for society to find room for both of these perspectives. The dilemma about the extent to which the beliefs in individualism and collectivism should be emphasized creates a challenge for society as a whole and for individual citizens.

How does society go about making decisions on issues? How does society attempt to reconcile or balance the goals of the individual with the goals of society as it attempts to make decisions?



Like a larger society, schools, clubs, families, and other social organizations must each have some way of making decisions.

Think for a moment about the school you attend, or once attended. Could a school operate if it were unclear who would have the final say about how things would run? Or would it be possible to function as a family unit if family members were unclear about how choices would be made?

No, I don't think either one could function. It would get very confusing.

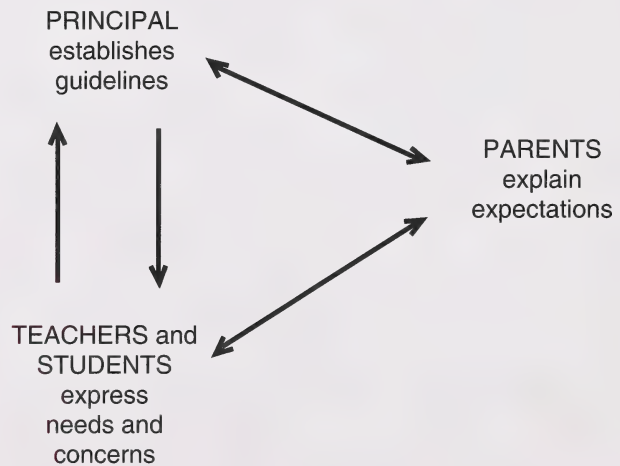




**Model:** a sketch of the basic features of a system that operates in the real world

Thinking about groups to which you belong will help you understand the concept of a model. A **model** is a basic sketch of how a group is organized. A decision-making model shows how a group will make choices.

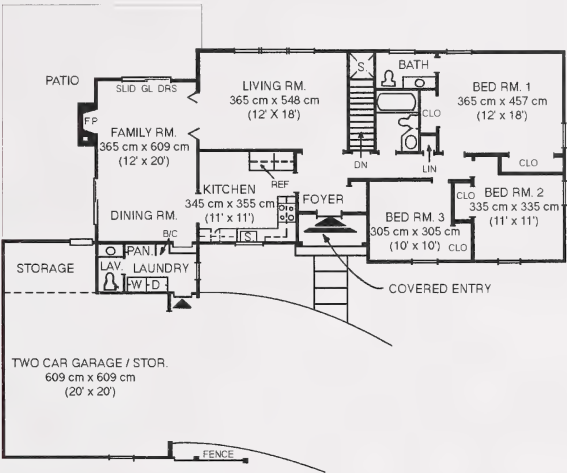
A school, for example, may use the following model for making decisions.



Your experience with school will probably tell you that the previous model is an oversimplification of what occurs in reality. Models are like that. They show you a simplistic view of the basic details of how an organization works. Remember models of decision making are useful because they give you a starting point to understand how decisions are made in a group or in a larger society.

Look at the pictures of a model and reality that follow.

Model



Reality



1. a. Is there a similarity between the model and reality? Explain.

---

---

---

---

- b. Does the model help you understand reality? Explain.

---

---

---

---

2. Are simple models a good way to help you understand a complex decision-making system? Explain.

---

---

---

---

Check your answers by turning to the Appendix, Section 4: Activity 1.

Before moving to the next activity, review the three critical ideas that you have learned in this activity.

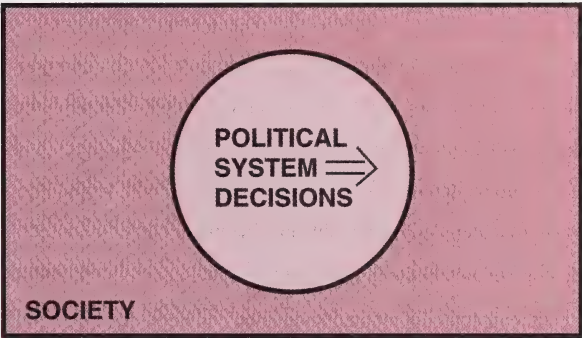
- Society requires a systematic way of making decisions to balance the goals of the individual and the goals of society.
- Decision-making models show you the essential features about how decisions are made.
- Decision-making models give you a starting point to understand the more complex process of making decisions in the real world.



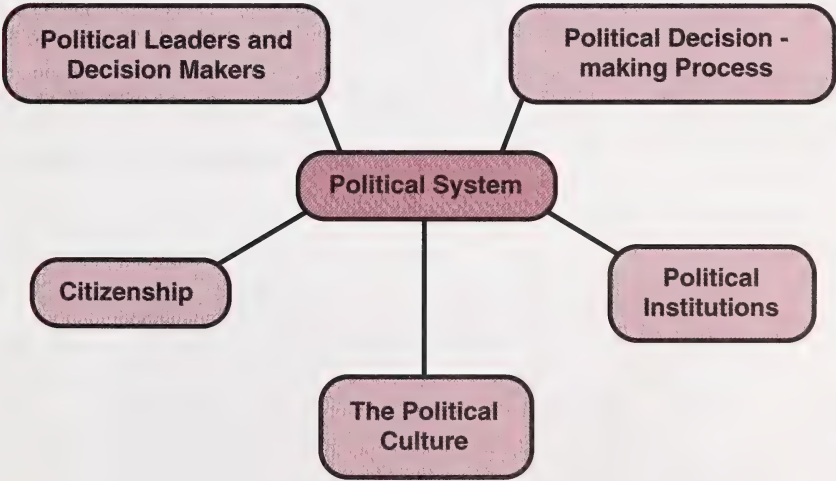
Activity 2: The Purpose of a Political System

*Political system: an organized way of making decisions in society*

Having looked at the ideas presented in the last activity, you now know that a large society requires a systematic way of making decisions. A **political system** is the organized way that a society makes decisions about the issues with which it is faced. The following illustration shows the relationship between the political system and society.



As a part of society, the political system is an organized model for making decisions within society. As you look at a model of a political system, you should understand that the model is a sketch of the essential features of a political system. Following is one way of presenting a model of a political system:



When you look at this model of a political system, you will see the essential features of the system. Use this layout as a basis upon which you can become familiar with the workings of the system.

Choose from this list to answer questions 1 and 2.

- |   |                                  |
|---|----------------------------------|
| I. <b>political leaders and decision making</b> | IV. <b>the political culture</b> |
| II. <b>political decision-making process</b>    | V. <b>citizenship</b>            |
| III. <b>political institutions</b>              |                                  |

1. Based on the descriptions that follow, see if you can identify the part of the model to which the description refers.  
  
\_\_\_\_\_ a. the group of people who make, interpret, and enforce rules  
  
\_\_\_\_\_ b. the methods used by a political system to make, enforce, and interpret rules  
  
\_\_\_\_\_ c. the organizations and ways of handling political decisions  
  
\_\_\_\_\_ d. the beliefs, attitudes, and values of the people who are a part of a political system  
  
\_\_\_\_\_ e. the part played by the individual within a political system
2. In Section 2 of this module you had practice using research questions. See if you can identify the part of the model that is being focused on in each of the following research questions.  
  
\_\_\_\_\_ a. What must a person do to get and keep a position of authority?  
  
\_\_\_\_\_ b. What are the political institutions of society? What functions does each institution perform?  
  
\_\_\_\_\_ c. What are the formal and informal rules for making decisions?  
  
\_\_\_\_\_ d. Do people feel they are part of the system and are able to affect it?  
  
\_\_\_\_\_ e. How do citizens take part in the political decision-making process?  
  
\_\_\_\_\_ f. How does society recruit its leaders? What are the formal and informal rules used by society to give its leaders authority?  
  
\_\_\_\_\_ g. What authority has been officially delegated to an institution?  
  
\_\_\_\_\_ h. How are decisions to be carried out? How does a society enforce the decisions they make?  
  
\_\_\_\_\_ i. What responsibilities do citizens have for participating in the system?

3. Write your own research questions which focus on the various parts of the model.

Part	Research Question
Political Leaders and Decision Makers	
Political Decision-making Process	
Political Institutions	
Political Culture	
Citizenship	

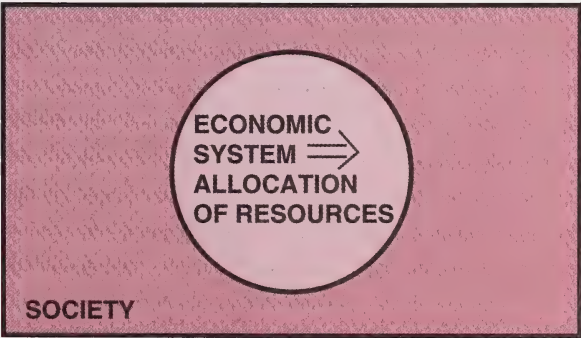
Check your answers by turning to the Appendix, Section 4: Activity 2.

Activity 3: The Purpose of an Economic System

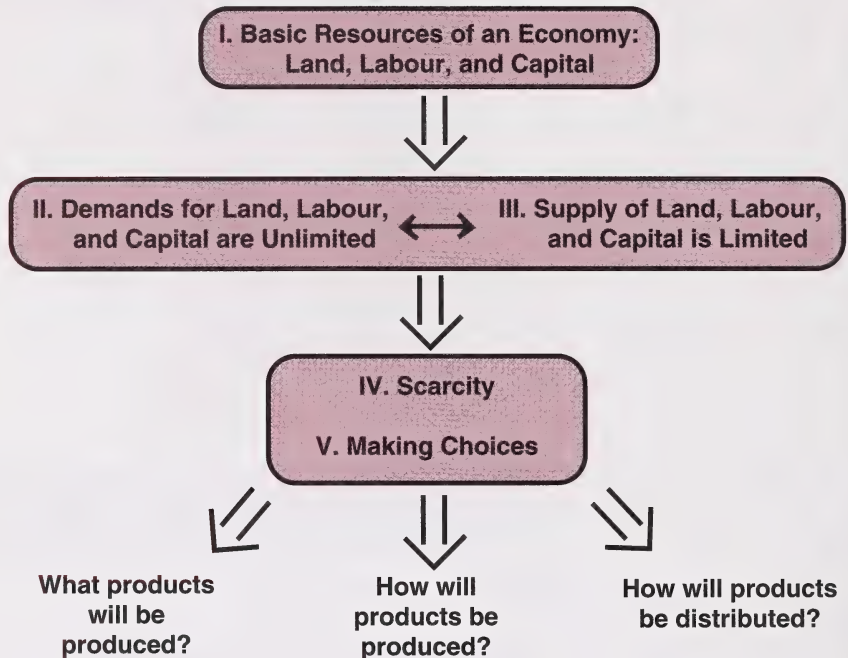
A more specific set of decisions must be made by societies. These decisions are those that involve the allocation of resources. Decisions of this nature become the focus of the **economic system**.

Examine the following illustration to see the relationship between the economic system and society.

*Economic system: an organized way of making decisions about the way resources are to be used in a society*



As a part of society, the economic system is an organized model for making decisions about the allocation of resources. A model of an economic system will provide you with a sketch of its essential features. Examine the following diagram before reading the explanation of it.



### Explaining the Economic System Model

- I. An economy's resources are of three types: land, labour, and capital.

**Land:** all the useful gifts of nature, such as farmland, mines, forests, fisheries, and space to develop

**Labour:** all the things people do in the production of goods and services

**Capital:** all human-made things useful in further production, such as buildings, machines, and roads

- II. Demands on these resources are limitless. People continue to want more and more.
- III. The available supply of these resources is limited—there is only a certain amount of these resources available.

- IV. Scarcity develops because the available supply of resources is unable to meet the demands placed on these resources.
  
- V. Because of the existence of scarcity, all economies are forced to make choices. All economies must answer three essential questions:
  - What products will be produced?
  - How will these products be produced?
  - How will these products be distributed? for whom?

1. Why are the demands on an economy’s resources unlimited?

---

---

---

---

2. Why is the available supply of an economy’s resources limited?

---

---

---

---

3. How is scarcity defined?

---

---

---

---

4. Explain what this statement means: The problem of scarcity requires all economic systems to make choices.

---

---

---

---



5. Explain what this statement means: Economic systems exist to answer the problem of scarcity.

---

---

---

---

6. Do all models of economic systems respond to the problem of scarcity in the same way? Do they answer the three central questions in the same way? Explain your answer.

---

---

---

---

---

Check your answers by turning to the Appendix, Section 4: Activity 3.

### Activity 4: The Relationship Between Political and Economic Systems



Does society have any systems responsible for making decisions?

Yes, societies have two systems that are responsible for making choices.

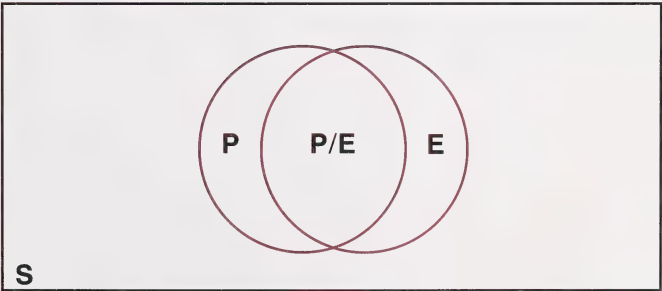


A political system serves as an organized model to make decisions about matters affecting society. There is also an economic system that serves as an organized model to make decisions about allocation of resources.



Are the two systems related to each other?

Yes, they are. By looking at the following diagram you should start to see the connection that exists between the two systems. Do you?



S = Society  
P = Political System  
E = Economic System  
P/E = Political and Economic Systems



Yes, I think so. Some issues are dealt with solely by the political system.

That's right. These are issues, such as capital punishment, that deal entirely with the general conduct of society. What else?



There are also issues, such as interest rates, that are dealt with entirely by the economic system.

Right again. These are issues that are related to the question of how resources should be allocated. There is also an overlap between the two systems. When the decision will affect both systems, they share the responsibility for making it.



1. To help consolidate your thinking about this idea examine each of the following issues carefully. See if they relate to the political system, the economic system, or both.

Mark the issues that relate solely to the political system with a **P**.

Mark the issues that relate solely to the economic system with an **E**.

Mark the issues that relate to both systems with a **P/E**.

- \_\_\_\_\_ a. Should governments impose tighter controls on the use of firearms?
  - \_\_\_\_\_ b. Should government provide funding for day care?
  - \_\_\_\_\_ c. Should governments demand that its citizens be obedient and loyal?
  - \_\_\_\_\_ d. Should businesses be more competitive and efficient to meet the needs of citizens?
  - \_\_\_\_\_ e. To what extent should individuals be responsible for their own financial security?
  - \_\_\_\_\_ f. To what extent should governments provide health care for its citizens?
  - \_\_\_\_\_ g. Should governments impose anti-smoking regulations on society?
  - \_\_\_\_\_ h. Should unions seek job protection clauses in their contracts during difficult economic periods?
  - \_\_\_\_\_ i. Should governments raise the legal drinking age?
  - \_\_\_\_\_ j. Should governments take steps to reduce inflation?
2. Why in Canada's modern, complex society is there an increasing overlap between issues dealt with by its economic system and its political system?

---

---

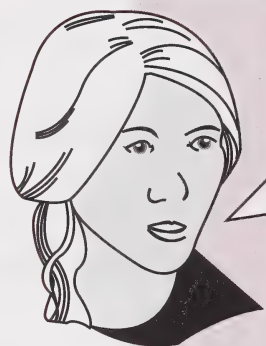
---

---

---


Check your answers by turning to the Appendix, Section 4: Activity 4.

Activity 5: Relating Individualism and Collectivism to Political and Economic System Models



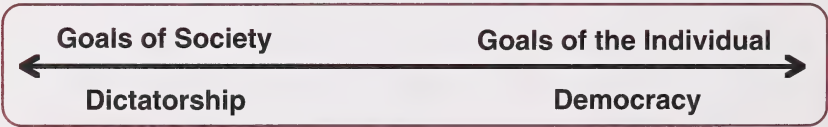
Earlier, you said that in a modern pluralistic society, political and economic systems must accommodate both the views of individualism and collectivism. I'm not sure I understand. How do models of various economic and political systems reflect the views of individualism and collectivism?

By looking at the diagram that follows, you will start to understand what emphasis each type of political system places on the goals of the individual as compared to the goals of society.



Political Systems and Goals

This diagram indicates that there are two models of political systems: **democracy** and **dictatorship**.



The model of democracy emphasizes the goals of the individual, while the model of dictatorship suppresses individual goals in order to allow the ruling party control.

**Democracy:** a political system that stresses individual freedom in society

**Dictatorship:** a political system that stresses order and control in society



Earlier in this section you were presented with the idea that models give us a basic sketch of the essential ideas of a political or economic system. They help to give you a starting point to understand what the system is like in reality. An example of an actual dictatorship would be Nazism under Hitler's regime. An example of democracy would be the Canadian government in which political leaders are elected.



See if you are ready to apply this idea now.

1. In practice, is any political system completely democratic? Why? Why not?

---

---

---

---

---

---

2. In practice, why must dictatorships not forget about the goals of the individual?

---

---

---

---

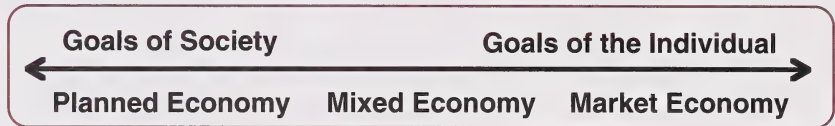
---

---

Check your answers by turning to the Appendix, Section 4: Activity 5.

## Economic Systems and Goals

The following diagram will help you understand the emphasis that each type of economic system places on the goals of the individual as compared to the goals of society.



This diagram shows there are three basic types of economic systems: the planned economy, the market economy, and the mixed economy.

***Market economy:** an economic system that stresses the idea of self-interest*

***Planned economy:** an economy that stresses coordination of resources to serve the goals of society*

***Mixed economy:** an economic system that balances the ideas of self-interest and planning of the economy by government*

A **market economy** emphasizes the goals of the individual and expects individuals to act in a self-reliant way to provide for their own needs.

A **planned economy** emphasizes the goals of society and expects that individuals will coordinate their decisions to serve the collective interests of society.

A **mixed economy** attempts to balance the goals of the individual with the goals of society.

See if you are ready to apply the idea of using models to your understanding of the world by answering the following questions.

- Why is no society likely to rely solely on the decisions of individuals to organize its economic system?

---

---

---

---

---

- Why is the mixed economy an adaptation of the model market economy?

---

---

---

---

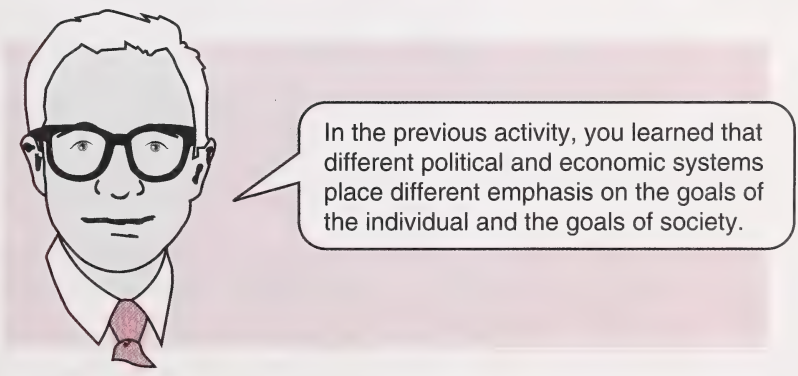
---

5. For what reasons might the model of the planned economy begin to adopt some practices of the market economy?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
6. Why would Canada's economy be considered a mixed economy?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Check your answers by turning to the Appendix, Section 4: Activity 5.

**Activity 6: Interpreting and Evaluating Arguments**

Interpreting and evaluating arguments relating to political and economic systems is an important skill you will be required to apply at various times throughout this course and on your diploma exam. This activity provides you with a good opportunity to practice using this skill.



In the previous activity, you learned that different political and economic systems place different emphasis on the goals of the individual and the goals of society.

1. Examine the following five statements about economic systems and then complete the analysis that follows.
  - I. Canadian society would be better off if it stressed competition more and control less.
  - II. To serve the national interest all companies should be owned by the government.
  - III. It is up to individuals, not the government, to ensure that their families are clothed, sheltered, and fed.
  - IV. Business, labour, and government must cooperate more if our economy is to grow.
  - V. The best way to help the less fortunate is to show them how to get a job.

\_\_\_\_\_ a. Which statements argue most strongly for a model market economy?

\_\_\_\_\_ b. Which statement argues most strongly for a planned economy?

\_\_\_\_\_ c. Which statement argues that more emphasis should be placed on individualism within a mixed economy?

\_\_\_\_\_ d. Which statement argues for more coordination of decisions within a mixed economy?

\_\_\_\_\_ e. Which statements show a trend toward acceptance of collectivism as a means of organizing an economic system?

Check your answers by turning to the Appendix, Section 4: Activity 6.

2. Now examine the following five statements about political systems and then complete the analysis that follows.
  - I. Power should be in the hands of those most capable of using it.
  - II. To strive for the protection and freedom of the individual is by far the most important goal.
  - III. Discipline, duty to country, and acceptance of authority are more important than individual human and political rights.

- IV. The average person is capable of intelligent political choice and should be extended the greatest freedom possible.
- V. Labour unions, opposition groups, and individuals who question the decisions or the authority of the state should be punished.
- \_\_\_\_\_ a. Which statements argue for democratic practices in society?
- \_\_\_\_\_ b. Which statement argue for society to be organized around the practices of dictatorship?
- \_\_\_\_\_ c. Which statements argue that individuals should be granted power to influence the decisions of society?
- \_\_\_\_\_ d. Which statements argue that order and stability in society require strong leadership?
- \_\_\_\_\_ e. Which statement believe that political systems should promote the goals of the individual?

Check your answers by turning to the Appendix, Section 4: Activity 6.

## Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment.

### Extra Help

In this module you learned about models and how they are used to make decisions. You learned that a model is a sketch of the basic features of a system that operates in a real world. By looking at models you are able to see the basic features of the system without all the clutter of extra detail.

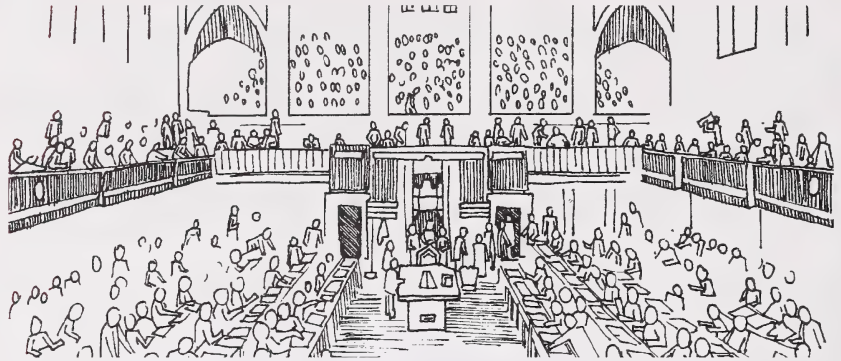
Societies need an organized method of making decisions about how to balance the goals of society and the goals of the individual.

One such method is the decision-making model. It shows a complex situation or process in a simple way.



## A Political System

- is the organized way to make decisions about the issues that face society
- includes the political leaders and decision makers
- includes a process for making political decisions
- includes political institutions
- includes a political culture
- includes the citizenship who determine who will decide



## An Economic System

- is the organized way in which decisions are made about how resources will be used in a society
- is an organized model for decision making about allocation of resources
- includes basic resources of the economy
- includes unlimited demands made for the limited supply of resources
- includes choices that must be made because of scarcity of resources
- decides what products will be produced
- decides how products will be produced
- decides how products will be distributed

## Decisions

- that deal entirely with the conduct of society are made by the political system
- about issues that are related to how resources should be distributed are made by the economic system
- that affect both systems are made jointly by both systems

## Two Political Systems

- include **dictatorship** that places heavy stress on fulfilling the goals of the ruling party at the expense of the goals of the individual. It attempts to stress order and control of society. Because they are not usually elected, dictators feel no need to carry out the wishes of the individual citizens.
- include **democracy** that places more emphasis on the goals of the individual because its members are elected to carry out the wishes of the people.

## Three Types of Economic Systems

- **planned economies** (place stress on the goals of society)
- **market economies** (leave all economic decisions up to the individual company and individual consumer)
- **mixed economies** (attempt to balance the goals of society and the goals of the individual in making any decisions)



Now answer the following questions. They will help you clarify your thinking about the content of this section.

1. a. Why are models used to help understand the way groups are organized?

---

---

---

- b. Why does society need an organized way to make decisions?

---

---

---

- c. Why are models limited in helping you understand how political and economic systems are organized?

---

---

---

---

2. a. What is the purpose of a political system?

---

---

---

---

- b. What is the purpose of an economic system?

---

---

---

---

- c. How are political and economic systems related to each other?

---

---

---

---

3. Explain each of the following components of a political system?

- a. Political leaders and decision makers

---

---

---

---

---

b. Political decision-making process

---

---

---

---

---

c. Political institutions

---

---

---

---

---

d. Political culture

---

---

---

---

---

e. Citizenship

---

---

---

---

---

Check your answers by turning to the Appendix, Section 4: Extra Help.

4. a. Define the term *scarcity*?

---

---

---

---

---

b. What choices does an economic system have to make in order to answer the problem of scarcity?

---

---

---

---

---

5. a. Why do different political and economic systems present different perspectives about the goals of the individual and the goals of society?

---

---

---

b. Complete the following chart to compare the views of individualism and collectivism presented by democracy and dictatorship.

Democracy	Dictatorship
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>



- c. Complete the following chart to compare the views presented by the three economic systems.

Economic System	Emphasis
<b>Market Economy</b>	
<b>Mixed Economy</b>	
<b>Planned Economy</b>	

- d. Why do political and economic systems change their perspective about the goals of the individual and the goals of society as they operate in the real world?

---



---



---



---



---



---

Check your answers by turning to the Appendix, Section 4: Extra Help.

## Enrichment

Change occurs in political and economic systems in both democracies and dictatorships. Survey the media for accounts of reform in China. In what way do these changes reflect a new perspective about the goals of the individual and the goals of society in the Chinese political and economic system? Also look for recent developments with which Canada's political and economic system is faced. Do the responses to these issues indicate a greater or lesser emphasis on individualism? Why is this happening?



Check your answers by turning to the Appendix, Section 4: Enrichment.

## Conclusion

In this section you have focused on the structures that societies use to make decisions. You have learned that political systems are an organized way of making decisions about issues that affect society and that economic systems are organized ways of making decisions about the allocation of society's resources. You have learned that economic systems must make choices about how to respond to the problems created by scarce resources.

This section has also shown you the use of models as a way of understanding the essential features of a political or economic system. You discovered that models are useful as starting points for understanding how systems operate in the real world, but that models are limited because the operation of systems in the real world is complex. You have learned that models of political and economic systems place differing emphases on society. As political and economic systems operate in the real world, they make adaptations to accommodate the views of collectivism and individualism which are both present in society.

Understanding the ideas in this section will help you deal with ideas that will be presented in Modules 2 and 3.

## ASSIGNMENT

There is no assignment for this section. The material covered in Section 4 will be dealt with in your Section 5 Assignment.

# Influencing Decision Making



WESTFILE INC.

**D**o you ever wonder if an individual voice can make a difference? Are there some ways of participating in our political and economic systems that are more effective than others? How can individuals bring about change in a constructive way? Are individuals powerless to act, as many people believe? Is acting responsibly simply doing what we are told? This section will focus on various methods used by citizens to participate and influence decisions in our society.

**T**he activities in this section are designed to introduce you to participation in political and economic systems and to help you to

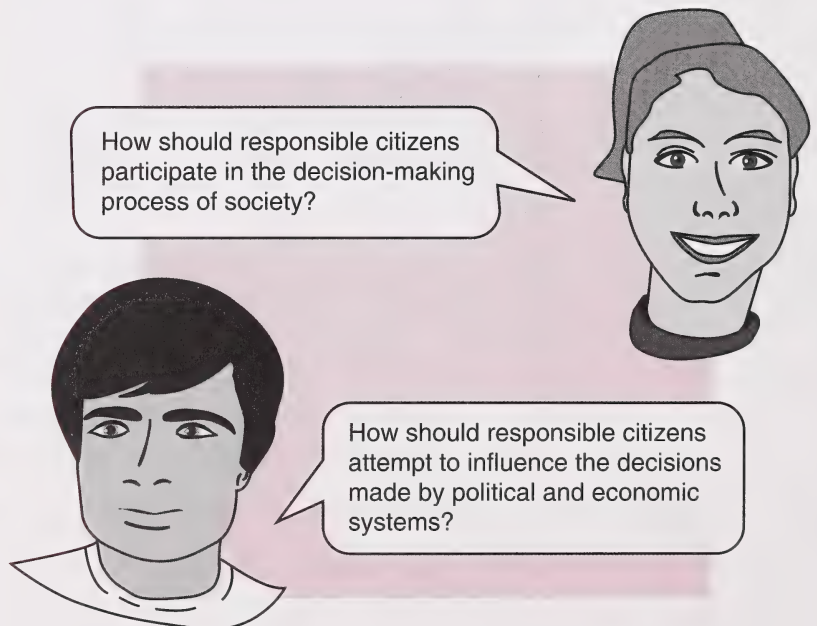
- understand a wide range of social actions are available to all citizens
- understand different political and economic systems have different expectations about the way individuals participate within the system
- judge the effectiveness of various forms of participation by citizens
- judge whether various forms of participation reflect responsible citizenship

## Activity 1: Understanding Social Actions

Throughout this module you have been presented with a number of activities that ask you to consider choices made by citizens. You have looked at a number of conflicting arguments about what is best for society and the individuals in it. You have developed a number of skills that help you understand the reasons for specific arguments. These skills also help you understand the consequences resulting from the various positions citizens take. Developing these skills helps you make better and more informed citizenship decisions.

You now understand that societies must find ways to balance the goals of individuals with the goals of society. You also know that societies develop political and economic systems to organize the way they decide how issues are resolved. These systems place different emphases on the views of individualism and collectivism.

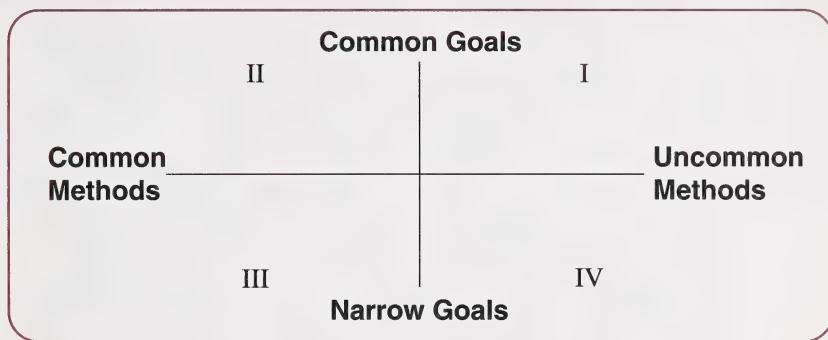
Perhaps the most important question you should now think about is this: How do you, as a citizen, influence decisions that political and economic systems make? Look at the ideas that were presented in Section 1 of this module. You will remember thinking about the idea of responsible citizenship, which means citizens recognize that they have an obligation to participate in making decisions about the issues facing society, while listening to and appreciating other points of view. Responsible citizens realize that the decisions they make and the actions they undertake are always followed by consequences.





## Goals and Methods

Examine the diagram that follows to help you understand the options that are available to citizens as they participate in society. An explanation of the terms used in the diagram follows the diagram.



- **Common Goals:** People who pursue common goals hope to bring about change on general positions and trends about issues that affect the whole society.
- **Narrow Goals:** People who pursue narrow goals hope to bring about change on specific positions on issues that only affect small components of society.
- **Common Methods:** People who use common methods of participation rely on activities that take place regularly and that are generally accepted as permissible in a particular society.
- **Uncommon Methods:** People who use uncommon methods of participating rely on methods that do not take place frequently and that are not generally accepted within a society.

The diagram indicates four possible combinations of these goals and methods.

- Quadrant I → Common Goals and Uncommon Methods
- Quadrant II → Common Goals and Common Methods
- Quadrant III → Narrow Goals and Common Methods
- Quadrant IV → Narrow Goals and Uncommon Methods



1. Examine the statements that follow. Decide which quadrant each of the statements fits into.
- \_\_\_\_\_ a. Damage to the environment is everyone's concern and must be stopped. The only way to get this done is to put pressure on our politicians by writing letters and lobbying our elected officials.
  - \_\_\_\_\_ b. Youth unemployment just isn't acceptable. We need to march on Ottawa to get this government to do something.
  - \_\_\_\_\_ c. If they think killing seals will go on without us doing anything, they're crazy! We have cans of green spray paint and we will paint every baby seal we can find! Try clubbing that!
  - \_\_\_\_\_ d. Seat belt legislation has got to go. I think we should sign a petition requiring the government to change its position.
  - \_\_\_\_\_ e. The policies of this government place too much emphasis on what is good for business. We must hold public meetings to express our concern.
  - \_\_\_\_\_ f. Free trade affects all Canadians. We have got to get all Canadians interested in this issue and the only way this can be done is through an extensive public awareness campaign.
  - \_\_\_\_\_ g. Demonstrating in the streets is the only way we can let the rest of the country know we are serious about the use of leg-hold traps.
  - \_\_\_\_\_ h. Setting up barriers on the roads into this reserve is the only way our land claims will be settled.
  - \_\_\_\_\_ i. The health care system in this country is a mess. We should only vote for the political party who promises to set this issue as a first priority.
  - \_\_\_\_\_ j. Taxation policies in this country are unfair. Only by burning our tax forms in front of the Parliament Buildings will we be able to get government to do anything about it.

Check your answers by turning to the Appendix, Section 5: Activity 1.

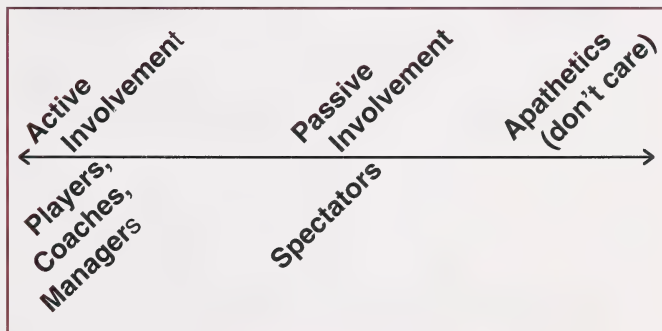
## Active and Passive Involvement

Another way of looking at the range of social actions available to citizens is to compare the participation in the decision-making process to playing a game.



WESTFILE INC.

This diagram will help you to focus your thinking about how people become involved in a game.



The diagram shows differing degrees of involvement in a game. There are those who take an active role; they become involved to the point of actually playing, coaching, and managing the game. Others participate in a more passive way by watching, or by following what has happened in the game through sports reports and newspaper stories. Some spectators are more active than others. Some know all the players and their statistics and all kinds of vital information. Others are simply not interested in the game nor in anything that has to do with sports of any kind. They are apathetic towards it.

2. Rank each of the following forms of participation from most active to most passive. Begin by placing a **1** beside the form of participation which is most active.

- \_\_\_\_\_ a. voting
- \_\_\_\_\_ b. holding a public office
- \_\_\_\_\_ c. contributing time to a political campaign
- \_\_\_\_\_ d. contacting a public official
- \_\_\_\_\_ e. attending a political meeting
- \_\_\_\_\_ f. being a candidate for office
- \_\_\_\_\_ g. attempting to talk another person into a certain way of thinking

3. Here are some questions to ask yourself about these forms of participation.

- a. What would happen to the game if too many people were not interested in the game?

---



---



---



---

- b. What would happen to the decision-making process if too many people were disinterested in the process?

---



---



---



---

- c. Should everyone be expected to be players and coaches and active participants in the game?

---



---



---

- d. Should everyone be expected to be active participants in the decision-making process?

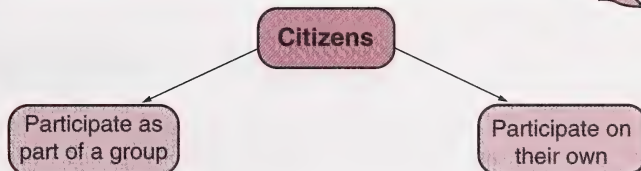
---

---

---

### Individual and Group Involvement

A third way of looking at the range of actions that are available to the citizen is to consider how citizens act on their own and how citizens act as part of a group. Use the following diagram to help focus your thinking.



4. a. What are some examples of actions that citizens can undertake as individuals?
- b. What are some examples of actions that citizens can undertake as part of a group?

---

---

---

---

---

---

---

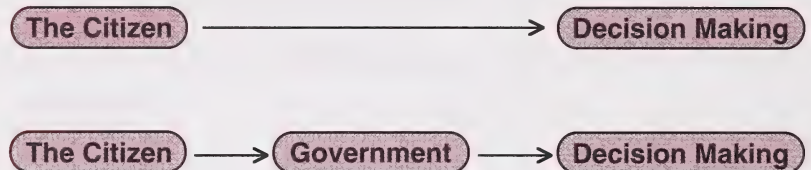
Check your answers by turning to the Appendix, Section 5: Activity 1.

## Direct or Indirect Involvement



A final way of looking at the range of social actions that are available to the citizen is to realize that citizens can influence decisions in either a direct or indirect manner.

The following diagram shows the difference between direct and indirect involvement. Use it and the explanations that follow to help focus your thinking.



- The first involvement line indicates that the citizen can take actions to directly influence decisions made in society.
- The second involvement line indicates that citizens are removed from the actual making of decisions. It shows that citizens influence the decision-making process in an indirect manner.

5. Now see how well you are able to apply these ideas. Examine each of the following examples and indicate whether the influence is direct or indirect. In the space in front of each, place a **D** if the influence is direct and an **I** if it is an indirect influence.

- \_\_\_\_\_ a. By purchasing this car, I am saying to business this is the kind of product you should produce.
- \_\_\_\_\_ b. By voting for this candidate, I am trusting that my concerns will be taken to Ottawa.
- \_\_\_\_\_ c. By attending this meeting, I hope that council will hear what I have to say and then take the appropriate action.



- \_\_\_\_\_ d. By taking part in this demonstration, I expect that society will understand the importance of what we are trying to do.
- \_\_\_\_\_ e. I have found that once television gets its hands on a story, action begins. Let's call the station now!
- \_\_\_\_\_ f. I am glad that we have this opportunity to vote on the new city hall. Considering the expense, it's about time we, the citizens, had the final say.
6. a. Do most citizens influence decisions in a direct or an indirect way?
- \_\_\_\_\_
- \_\_\_\_\_
- b. What are the drawbacks for an individual citizen in leaving the actual decision making up to others who have been given the authority to do so?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- c. How can individuals reduce the drawbacks associated with giving others authority to make the decisions facing society?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
7. a. In a society that stresses a democratic model of decision making, the ways of participating in political and economic systems are primarily methods of influencing decisions. In Canada, you must be eighteen years old to vote. Do you consider this to be undemocratic? Why or why not?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

- b. What are some methods of influencing decisions that are available to you if you are not yet eighteen years of age?

---

---

---

---

- c. What does this show you about the advantages of democracy for an individual?

---

---

---

---

---

---

- d. Even though dictatorship is more restrictive to the individual, why might some people argue that it is necessary to reduce the options available to people in influencing decisions made by society?

---

---

---

---

---

---

Check your answers by turning to the Appendix, Section 5: Activity 1.

*Power: the basis upon which we influence decisions*

The questions in the next activity should help you understand the concept of **power**. Some political and economic systems withhold power from individuals, and some encourage them to use it.

## Activity 2: Expectations of Individual Participation

Do the viewpoints of individualism and collectivism affect how a person is expected to participate in the system?



See if you can answer that question by examining the following forms of political participation.

1. In the space in front of each of the following, place a **I** if the participation is most likely to be emphasized by a democracy and a **II** if it is more likely to be emphasized by a dictatorship.
  - \_\_\_\_\_ a. acting obediently and conforming to the expectations of society
  - \_\_\_\_\_ b. acting independently while considering the rights of others
  - \_\_\_\_\_ c. acting within the limits set by the established authority of society
  - \_\_\_\_\_ d. questioning and debating decisions that have been established by those granted authority to govern society
  - \_\_\_\_\_ e. serving the interests of the state and recognizing the need for social stability
  - \_\_\_\_\_ f. expressing unpopular opinions which disagree with the thinking of most people
2. In the space in front of each of the following, place a **I** if the participation is most likely to be emphasized by a market economy and a **II** if it is more likely to be emphasized by a planned economy.
  - \_\_\_\_\_ a. acting on the basis of self-interest by making decisions that consider one's own interests

- \_\_\_\_\_ b. accepting the authority of government to coordinate the resources of the economy
  - \_\_\_\_\_ c. exercising the use of one's own property free of the influence of government
  - \_\_\_\_\_ d. cooperating with others in order to serve the common goals of the economy
  - \_\_\_\_\_ e. accepting limits to one's own personal goals in order to achieve security for all individuals
  - \_\_\_\_\_ f. allowing forces like competition and supply and demand to control the economy
3. a. As political and economic systems operate in the real world, why are individuals expected to participate both on behalf of their own goals and those of society?

---

---

---

- b. Do market economies in the real world truly expect individuals to act strictly on the basis of self-interest?

---

---

---

---

- c. Do democracies in the real world truly allow individuals to act in a way that is completely free?

---

---

---

---

Check your answers by turning to the Appendix, Section 5: Activity 2.

### Activity 3: Making Judgements About Effective Participation

There some ways of participating in political and economic systems that are more effective than others. Examine the following model. It analyses the effectiveness of different actions undertaken by individuals.

<b>Goal</b>	<b>What is hoped for?</b>
<b>The Action</b>	<b>What methods are used to achieve the goal?</b>
<b>The Outcomes</b>	<b>What actually happened?</b>
<b>Evaluation</b>	<b>Was the goal achieved? Why was the method successful or unsuccessful?</b>

You may find this model a very practical way of looking at your own goals and at how you are attempting to achieve them.

#### Understanding the Model

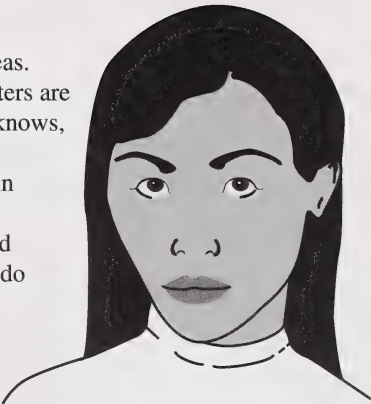
- The individual begins by clearly establishing what the goal is. What is the desired outcome?
- The individual makes choices about what methods are to be used to achieve the goal.
- The individual summarizes what the results were. What happened as a result of taking this action?
- The individual decides whether the actions actually accomplished the goal or not. The person can then decide why the method used was successful or unsuccessful.

Now see if you can apply this model to the case studies that follow. Examine the case studies carefully and then complete the analysis of each.



**Case Study 1: Jenny Lee**

I need to get other people to listen to my ideas. My thoughts on political and economic matters are just as valuable as the next person's. Who knows, others just might learn something from me! Whenever people talk about politics, I join in right away. All of a sudden others seem to move away. Some even say I'm opinionated and too pushy with my ideas. All I want to do is share what I know a lot about.



**1. Your Analysis**

a. What is Jenny's desired goal?

---

---

---

b. What methods does Jenny use to achieve her goal?

---

---

---

c. What are the outcomes? (What happened?)

---

---

---

d. Was her method successful or unsuccessful? Explain.

---

---

---

---

Check your answers by turning to the Appendix, Section 5: Activity 3.

**Case Study 2: Natasha Krykov**

I feel very strongly about the issue of drinking and driving. I see people who have been badly injured in traffic accidents where alcohol has been involved. I would like to see the local police establish a stronger Check Stop program to get drunks off the road. I have talked to a couple of police officers and to my friends about this but nothing seems to get done.

**2. Your Analysis**

- a. What is Natasha's desired goal?

---

---

---

- b. What methods does Natasha use to achieve her goal?

---

---

---

- c. What are the outcomes? (What happened?)

---

---

---

- d. Was her method successful or unsuccessful? Why?

---

---

---

---

Check your answers by turning to the Appendix, Section 5: Activity 3.

*Greenpeace: an interest group that focuses on environmental issues*

### Case Study 3: Irvin Fedunov

I wish people would become far more interested in the fate of whales. It may seem silly, but I think they are the most majestic of all of nature's creations. It makes me sad to think that certain nations harvest hundreds of these wonderful animals at a time and no one seems to care. I thought about what to do and sent \$50.00 to **Greenpeace**. They know what to do, they're organized and really focused on saving the whales. Just yesterday, a friend of mine surprised me by talking about Greenpeace and saving the whales. No way would I have thought he would be interested in this. Maybe my fifty dollars is working already.



### 3. Your Analysis

- a. What is Irvin's desired goal?

---



---



---

- b. What methods did Irvin use to achieve his goal?

---



---



---

- c. What are the outcomes? (What happened?)

---



---



---

- d. Was his method successful or unsuccessful? Why?

---



---



---

Check your answers by turning to the Appendix, Section 5: Activity 3.

**Case Study 4: Marta Peterson**

They said I wasn't qualified for the job. Something tells me that it wasn't my qualifications they were looking at, but the fact that I'm a woman. Well, I showed them that I'm not the kind of person who just takes it. The first thing I did was to contact the human rights commission. They showed me that there is legislation to prevent job discrimination in hiring and all that. I learned how to begin a claim when you think your rights have been violated. I'm not sure where this might wind up, but I'm not going down without a fight.

**4. Your Analysis**

- a. What is Marta's desired goal?

---

---

---

- b. What methods does Marta use to achieve her goal?

---

---

---

- c. What are the outcomes? (What happened?)

---

---

---

- d. Was her method successful or unsuccessful? Why?

---

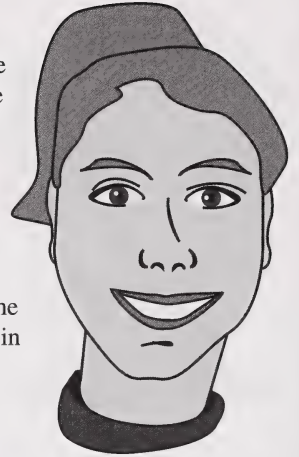
---

---

Check your answers by turning to the Appendix, Section 5: Activity 3.

**Case Study 5: Monique Pelletier**

I'm really happy. I finally got some satisfaction. The store finally agreed to give me a refund for the blouse that fell apart the first time I washed it. It took some doing, however. First, I talked to the clerk and she passed me onto the supervisor and everyone kept passing me on to the next person and the next person. Their attitude changed dramatically when I wrote a letter to the store manager and convinced my friends to write letters saying they wouldn't shop at the store until justice was mine. I guess there is strength in numbers.

**5. Your Analysis**

- a. What is Monique's desired goal?

---

---

---

- b. What methods does Monique use to achieve her goal?

---

---

---

- c. What are the outcomes? (What happened?)

---

---

---

- d. Was her method successful or unsuccessful? Why?

---

---

---

---



6. Now that you have studied individual cases and their individual results, consider and answer the following two questions:

a. Are group actions more effective than individual actions?

---

---

---

---

---

---

---

b. Why do citizens sometimes become frustrated and abandon their efforts to bring about change?

---

---

---

---

---

---

---



Check your answers by turning to the Appendix, Section 5: Activity 3.

## Activity 4: Deciding What Responsible Citizenship Is



In this activity you will learn to determine whether actions taken by citizens reflect responsible citizenship.

### Responsible Citizenship

Responsible citizenship is described as involving the following:

- an awareness of the issues facing society
- well developed critical thinking and decision-making skills
- an understanding and acceptance of different points of view
- an ability to make informed choices
- an understanding of the importance of influencing decisions made in society
- a knowledge of how to influence decisions effectively
- an understanding of the consequences of one's choices and actions

See if you are able to apply these ideas about responsible citizenship to the examples of social action that follow. To what extent does each example reflect the characteristics of responsible citizenship?

**Case Study 1: Ben Sheppard**

I listened to what you said, and though I disagree, I can still appreciate what you are saying. I think I will go to the mayor's office tomorrow and express my anger over the city's decision to expand the roadway in front of my house. Hopefully, I will have cooled down enough to talk calmly. Even though it may not make any difference, at least I will have expressed my concern. Perhaps later I will see how to organize the rest of the people on the street and plan some worthwhile ways of showing our dissatisfaction.



**1. Your Analysis**

a. How much does Ben consider the viewpoints of others?

---

---

---

b. How well is Ben able to influence the decisions and actions of others?

---

---

---

---

---

c. How well does Ben understand the consequences of his actions?

---

---

---

---

---

Check your answers by turning to the Appendix, Section 5: Activity 4.

**Case Study 2: Jenny Lee**

There are simply too many opinions to listen to. As far as I'm concerned, I intend to leave this decision to the politicians. After all, they are the ones who are being paid the big bucks to look after society. I intend to live and let live.

**2. Your Analysis**

- a. To what extent does Jenny consider the viewpoints of others?

---

---

---

- b. To what extent does Jenny show evidence of being able to influence the decisions and actions of others?

---

---

---

---

---

- c. To what extent does Jenny show evidence of understanding the consequences of her actions?

---

---

---

---

---

Check your answers by turning to the Appendix, Section 5: Activity 4.

**Case Study 3: Irvin Fedunov**

In protecting our rights on this issue, it is absolutely necessary to be clear on where we all stand. Any society that claims to be a democracy must attempt to hear many opinions. Understanding where we stand in relation to others is critical. We must then look at all the legal ways we have available in order to use the system to our advantage. We can expect opposition to our cause; but by being solidly organized and well planned, we'll be alright!

**3. Your Analysis**

- a. To what extent does Irvin consider the viewpoints of others?

---

---

---

- b. To what extent does Irvin show evidence of being able to influence the decisions and actions of others?

---

---

---

---

- c. To what extent does Irvin show evidence of understanding the consequences of his actions?

---

---

---

---

4. Think about what you have learned in this module and answer the following:

- a. What thoughts are you developing about social actions?

---

---

---

---



- b. Do your thoughts reflect responsible citizenship? Show how they do.

---

---

---

---

---

- c. Are individuals who express and act upon unpopular viewpoints acting as responsible citizens?

---

---

---

---

---

Check your answers by turning to the Appendix, Section 5: Activity 4.

## Follow-up Activities

If you had difficulties understanding the concepts in the activities, it is recommended that you do the Extra Help. If you have a clear understanding of the concepts, it is recommended that you do the Enrichment.

### Extra Help

#### Participation Methods

There are four ways in which citizens may participate in the decision-making process:

- with common goals using common methods
- with common goals using uncommon methods
- with narrow goals using common methods
- with narrow goals using uncommon methods

## Definitions of goals and methods

Contrast and compare common goals with narrow ones and common methods with uncommon ones.

- By using **common goals** people act as a group to change general positions or issues that affect the whole society.
- By using **narrow goals** people try to change specific things that affect them alone or at least only a small part of society.
- By using **common methods** people apply techniques to reach their goals that society usually uses and accepts.
- By using **uncommon methods** people apply techniques to reach their goals that are not often used nor accepted by society. They hope this will draw attention to their causes.

## Types of Decision Making

Involvement in the decision-making process may be categorized as either active or passive. You may draw a parallel between the citizenship decision-making process and a game.

- Passive citizenship involvement is the equivalent of the spectator sitting back and watching the action.
- Citizens may participate as part of an **interest group**, as a shortstop in baseball, or as individuals on their own, as golfers can do.
- Citizen involvement may be either direct or indirect.
- In direct involvement the citizen makes the decision.
- In indirect involvement someone else, such as government, makes the decision on behalf of the citizen.

## Evaluating Effectiveness

When evaluating the effectiveness of your actions ask yourself

- What was my goal?
- What did I hope to accomplish?
- What methods were used to accomplish that goal?
- What actually happened, if anything?
- Was the goal achieved?
- Was the method successful or unsuccessful? Why?

***Interest group:** an organized group that puts pressure on decision makers to make certain decisions*

**Actions of a Responsible Citizen**

When deciding whether your actions are those of a responsible citizen you should ask yourself the following:

- How much do I consider the viewpoints of others before taking action?
- How well am I able to influence the decisions and actions of others?
- How well do I understand the consequences of my actions?

1. a. Explain what is meant by the statement, “Citizens participate in society and influence political and economic decisions in a wide range of ways.”

---

---

---

---

b. Explain what is meant by the statement, “Citizens pursue common and narrow goals.”

---

---

---

---

c. Explain what is meant by the statement, “Citizens use common and uncommon methods of influencing political and economic decisions.”

---

---

---

---

d. Explain what is meant by the statement “Citizens participate in the decision-making process in active and passive ways.”

---

---

---

---

e. Explain what is meant by the statement “Citizens influence decisions in direct and indirect ways.”

---

---

---

---

2. a. Explain the difference between effective and responsible citizenship?

---

---

---

---

b. Can responsible citizenship in one system (political or economic) mean the opposite in another system?

---

---

---

---

c. What methods of affecting decision making are associated with responsible citizenship in our society?

---

---

---

---

Check your answers by turning to the Appendix, Section 5: Extra Help.

## Enrichment

Do **one** or **more** of the following.

1. Investigate the activities of interest groups like Greenpeace. Do you believe that these methods are effective? Are they responsible?
2. Identify a problem that exists in your local community. Devise a plan that outlines how action could be taken to respond to the problem.
3. If you have the appropriate video equipment view the videotapes "Citizenship: What Does it Mean?" and "The Birch River Campaign" from the *Canada Series*. Then complete the questions that follow. The video examines ways ordinary people can make a difference when they become involved in problems that affect their communities.

- a. How were peoples' lives being affected by the pollution in Birch River?

---

---

---

---

---

---

- b. What was being done to control the pollution of Birch River prior to Sonia and DJ's campaign to clean up the river?

---

---

---

---

---

---





- c. What methods did Sonia and DJ use to show other people in their community that there were problems concerning the polluted river?

---

---

---

---

---

---

---

- d. What was the outcome of Sonia and DJ's participation in this community problem?

---

---

---

---

---

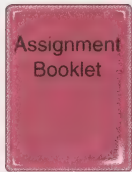
---

---

Check your answers by turning to the Appendix, Section 5: Enrichment.

## Conclusion

In this section you have looked at various ways citizens influence the decisions made by political and economic systems. You have learned that citizens have a wide range of methods they use to influence these decisions. Certain citizens are concerned with common issues in society, while others are more concerned with specific issues. Some citizens adopt methods that are generally acceptable to others in society and others adopt methods that are not generally accepted by most of society. Some citizens participate actively in the decision-making process, while others are more passive. Individuals participate in the decision-making process on their own and through groups. Citizens influence decision making in both direct and indirect ways.



You have also learned that various political and economic systems have different expectations as to how citizens should participate in the system. You have also looked at how to evaluate the effectiveness of actions undertaken by individuals to influence political and economic decisions. Finally, you have reconsidered what responsible citizenship is and the kinds of actions responsible citizens undertake.

### ASSIGNMENT

Turn to your Assignment Booklet and do the assignment for this section.

## MODULE SUMMARY

In this module you have looked at the choices that citizens must make. You have considered two views of human nature: individualism and collectivism. You learned that individualism believes that people should take responsibility for their own lives. And you learned that collectivism maintains that people function best when they act as part of a group. These two competing views of human nature create a challenge for all societies: to determine what is the best way of balancing the goals of the individual with the goals of society.

You have also learned that societies require an organized way to make decisions. Societies have developed political and economic systems as a way for society and individual citizens to make choices. Political and economic systems must find answers to the issues that result from the presence of two competing sets of goals—the goals of the individual and the goals of the group. Various kinds of political and economic systems place different emphasis on the goals of the individual and the goals of the group. Because of these differences in the individual or group emphasis, different political and economic systems make different choices about the issues with which they are confronted.

Ultimately, this module has been asking you to form an understanding of what responsible citizenship is. How can people act in a way that is socially responsible and that will effectively influence the decisions of society?

Understanding these ideas is important, as Modules 2, 3, and 4 expand upon the questions that you have been presented with in this module.

# Appendix



**Glossary**

**Suggested Answers**

## Glossary

<b>Alienation</b>	<ul style="list-style-type: none"><li>• a feeling of powerlessness and of being cut off from society</li></ul>
<b>Collectivism</b>	<ul style="list-style-type: none"><li>• an ideology that emphasizes the goals of society</li></ul>
<b>Coordination of resources</b>	<ul style="list-style-type: none"><li>• organizing the raw materials and human abilities of a society</li></ul>
<b>Critical thinking</b>	<ul style="list-style-type: none"><li>• the ability to interpret and make judgements about information</li></ul>
<b>Democracy</b>	<ul style="list-style-type: none"><li>• a political system that stresses individual freedom in society</li></ul>
<b>Dictatorship</b>	<ul style="list-style-type: none"><li>• a political system that stresses order and control in society</li></ul>
<b>Economic system</b>	<ul style="list-style-type: none"><li>• an organized way of making decisions about the way resources are to be used in a society</li></ul>
<b>Entrepreneur</b>	<ul style="list-style-type: none"><li>• one who owns, organizes, manages, and assumes the risks of a business</li></ul>
<b>Exploitation</b>	<ul style="list-style-type: none"><li>• taking advantage of another person</li></ul>
<b>Free enterprise</b>	<ul style="list-style-type: none"><li>• a belief that individuals should be able to own and run their businesses free from government control</li></ul>
<b>Generalization</b>	<ul style="list-style-type: none"><li>• a statement that summarizes several related ideas</li></ul>
<b>Greenpeace</b>	<ul style="list-style-type: none"><li>• an interest group that focuses on environmental issues</li></ul>
<b>Individualism</b>	<ul style="list-style-type: none"><li>• a belief that emphasizes the goals of the individual</li></ul>
<b>Interest group</b>	<ul style="list-style-type: none"><li>• an organized group that puts pressure on decision makers to make certain decisions</li></ul>
<b>Issue</b>	<ul style="list-style-type: none"><li>• a question facing society based on beliefs about the individual and society</li></ul>
<b>Limited government involvement</b>	<ul style="list-style-type: none"><li>• a belief that government should have limited say in society, that individuals should rely upon themselves rather than the government for guidance and funds</li></ul>

**Lobbying**

- the process of contacting government officials and pressuring them to make certain decisions

**Market economy**

- an economic system that stresses the idea of self-interest

**Mixed economy**

- an economic system that balances the ideas of self-interest and planning of the economy by government

**Model**

- a sketch of the basic features of a system that operates in the real world

**Order**

- structure and stability in society

**Planned economy**

- an economic system that stresses coordination of resources to serve the goals of society

**Pluralism**

- the fact that there are many different viewpoints about issues in society

**Political system**

- an organized way of making decisions in society

**Politically active**

- doing things like voting, joining political parties, campaigning for others, running for political office

**Power**

- the basis upon which we influence decisions

**Self-reliance**

- depending on one's own abilities and skills

**Social obligations**

- expectations others have of you and commitments you make toward others, e.g., keeping appointments, arriving on time, finishing what was promised, calling when plans change

**Social services**

- financial and other assistance made available to citizens by government

**Unemployment Insurance**

- a program to provide assistance to those without jobs

**Work ethic**

- belief that higher self-esteem occurs when a person contributes to society by having a job and working hard at it



## Diploma Examination General Information

### Getting ready

#### Set a goal.

The best way to prepare to write the Social Studies 33 Diploma Exam is to decide, even as the course begins, that you will be successful. Set a reasonable goal for yourself and try to achieve it.

You can't prepare for a diploma exam by last-minute "cramming." The knowledge you gain and the skills you develop as you participate in the course are essential parts of the process of preparing to write the exam.

The mark your teacher assigns you is worth 50% of your final blended mark in Social Studies 33. So, the better you do in class, the better your opportunity is for success in getting the final course mark you want. As well, the skills and knowledge you gain in class are essential to your success on the diploma exam.

#### Make a commitment.

To be successful in Social Studies 33, you must be prepared to make a commitment. There are lots of things you can do, but following is a list of some *proven* ways to be successful:

- **Work** on your module booklets regularly.
- **Complete** all activities and assignments.
- **Learn** the course materials.
- **Improve** your reading and writing skills.
- **Ask** for help if you are having difficulty.

By trying your best during the course, you will build your confidence. Then, when you sit down to write your diploma exam, you will feel prepared and ready to do your best.

### General advice

#### Take advantage of the exam's design.

The Social Studies 33 diploma exam contains

- 60 multiple-choice questions worth one mark each
- four writing assignments worth ten marks each

The writing assignments are placed at intervals throughout the exam. Each writing assignment is on the same topic as the set of multiple-choice questions that comes before it. For example, a writing assignment about economics follows a set of multiple-choice questions about economics.

There are two reasons why the exam is set up this way.

- We want you to be able to show your best work. Because we have placed the writing assignments throughout the exam, you are not required to do four writing assignments in a row at the end of the exam, which could be a tiring experience.
- Because the writing assignments are next to multiple-choice questions on the same topic, you can use ideas and information from the questions to help you write your response.  
**Remember, an exam does not just ask you *for* information, it can also provide you *with* information.**

### **Use your time wisely.**

We designed the diploma exam so that you can comfortably complete it in 2 1/2 hours, but you can take up to 3 hours. Just because it is legal to leave after one hour does not mean that you must. If you hurry, there is a greater chance that you will misread instructions, or will leave work undone or incomplete.

If you usually take a long time to write an exam, be sure to budget your time so that you complete everything required.

Use your time wisely to

- **read** the material thoroughly
- **think** about what you are being asked before you respond
- **plan** your written responses
- **select** information that is in the exam that you might be able to use in completing your written responses
- **reread** your finished writing
- **correct** and **revise** your finished writing directly on your final work

## **Social Studies 33 Objectives and Standards**

### **Objectives**

As a Social Studies 33 student, you are expected to develop

- a knowledge and understanding of the important characteristics and historical developments of the major political and economic systems in the world

- a knowledge and understanding of major historical events of the twentieth century and their impact on contemporary global interaction
- a knowledge of important current affairs, especially those related to the knowledge objectives of Social Studies 33
- process skills that enable you to acquire, evaluate, and apply information
- communication skills that enable you to effectively communicate ideas and information in oral, written, and visual communication forms
- participation skills that enable you to work effectively both individually and cooperatively
- inquiry strategies that enable you to combine various skills in order to answer questions, solve problems, and make decisions

## Standards

The following description of standards will give you a *general impression* of the levels of achievement that are expected of students in Social Studies 33.

### Acceptable Standard

Students who attain the acceptable standard in Social Studies 33 receive a final passing grade of 50% or higher. Students achieving this level are able to recall, locate, and organize information as necessary to complete clearly defined tasks. They are capable of describing and explaining acquired information and applying it to relevant situations within a social studies context.

These students are able to express themselves in concrete terms, demonstrating an adequate command of the conventions of language. They are able to recognize and identify the significance of important historical figures and events. At the acceptable standard, students are able to understand the meaning of basic terms and concepts such as dictatorship, individualism, collective security, and interdependence.

They are also able to demonstrate fundamental social studies skills such as interpreting information from uncomplicated data sources while working independently, and are able to state and explain an idea, provide an interpretation, or offer a response to a question or task. These students are able to accomplish complex tasks with assistance, such as teacher guidance or peer conferences, or with time to revise previously examined work. These students demonstrate a willingness and ability to interact with others and to accept viewpoints other than their own.

## Standard of Excellence

Students who attain the standard of excellence in Social Studies 33 receive a mark of 80% or higher. Students achieving at this level are able to demonstrate independence of thought. They show perception in their understanding and application of social studies content. They are able to relate social studies concepts such as ideology, scarcity, self-determination, and deterrence to historical and contemporary national and international affairs. Such students are able to recognize that complexities exist in matters such as bringing about economic reform or conducting international diplomacy.

These students are able to examine and assess a variety of viewpoints on issues before forming an opinion. They are able to distinguish between facts and opinions, detect bias in information, and distinguish between relevant and irrelevant information. With these abilities, the students, when faced with a question or issue, are able to examine evidence and consider alternatives before making a decision.

Students achieving the standard of excellence are able to express ideas with confidence in a clear, coherent form. When offering ideas, they are able to effectively use factual details or appropriate information sources to provide supporting explanations. These students demonstrate an appreciation for the variety of perspectives and solutions to issues and problems, and are tolerant of the rights of others to hold and express alternative opinions and attitudes.

## 1996 Social Studies 33 Diploma Examination Overview and Blueprint

The Social Studies 33 diploma examination for 1996 is based on the *Senior High Program of Studies for Social Studies 33* (revised May 1993). The examination requires knowledge and application of generalizations and key understandings, concepts, and related facts and content from Topic A and B as specified in the Program of Studies.

### Blueprint

The blueprint on the following page outlines the design for the examination.

**It is important to note that the designations Topic A and Topic B do not imply the order in which the examination will be set out. An examination may begin with either the Topic A or the Topic B questions and writing assignments.**

<i>Blueprint</i> <i>Social Studies 33 Diploma Examination</i>	Classification by Topic	
	Topic A Political and Economic Systems	Topic B Global Interaction in the 20th Century
<b>Classification by Question Type</b>		
<b>Multiple-Choice Questions</b>		
<b>Understanding Information and Ideas</b>  These questions require students to demonstrate their knowledge and comprehension of generalizations, key concepts, and related facts and content.	15%	15%
<b>Interpreting Information and Ideas</b>  These questions require students to use their understanding of social studies to analyse and interpret information and ideas.	10%	10%
<b>Applying Information and Ideas</b>  These questions require students to demonstrate their understanding of social studies by applying information and ideas.	5%	5%
		60%
<b>Teacher-Scored Writing Assignments</b>  There are four equally weighted writing assignments. Each is conceptually related to the preceding group of multiple-choice questions and requires students to		
<ul style="list-style-type: none"><li>• explain and support, with specific relevant examples, their ideas in relation to the task (75% of the total writing score)</li><li>• communicate their ideas effectively, clearly, and coherently (25% of the total writing score)</li></ul>	20% (2 Assignments)	20% (2 Assignments)
		40%
<b>Percentage of the Exam</b>	50%	50%
		100%



## Multiple-Choice Questions

### Description

The multiple-choice questions in the exam are based on the generalizations, key understandings, concepts, and related facts from Topic A and Topic B of the *Social Studies 33 Program of Studies*.

These questions require you to recall information and then go beyond simple recall to apply knowledge and thinking skills. You must demonstrate that you understand social studies concepts; that you understand historical, political, and economic relationships; and that you can interpret and evaluate social studies information and ideas. Most of the questions require both recall of knowledge and application of process skills; some questions are relatively straightforward and others are more complex. The level of difficulty varies from question to question, as does the knowledge and skill required to answer each question.

Each multiple-choice question has a value of one mark, for a total of 60 marks. Each question is classified in two ways: according to the curricular content area (topic) being tested and according to the knowledge and skills required to answer the question.

## Teacher-Scored Writing Assignments

### Description

The Social Studies 33 diploma examination contains four short writing assignments. The writing assignments are distributed throughout the examination. Each assignment is related to the preceding section of multiple-choice questions to form a conceptual “package.” It is intended that you complete writing assignments as you proceed through the examination.

Each writing assignment requires you to express ideas related to the assigned task, and to explain and support the ideas with specific illustrative examples. **You are encouraged to use the related multiple-choice questions and source materials to provide a stimulus for writing; however, for successful writing, it is necessary to expand and add to this information, rather than to rely on it as the sole basis for a response.**

All four writing assignments are scored using the same scoring categories and descriptors.

## Scoring Categories and Criteria for 1996

### Ideas and Support

When marking **Ideas and Support**, your marker will consider

- how directly your ideas relate to the assigned task
- what level of sophistication is evident in the ideas and explanations presented
- the relevancy, appropriateness, and accuracy of supporting examples
- the breadth and depth of understanding that you demonstrate

**Note:** Examples chosen from social studies content may be historical and/or contemporary and may be drawn from the study of Canada and/or other nations. You are encouraged to refer to current events when appropriate.

**Excellent:** Ideas and explanations are thoughtful and thorough. Supporting examples are detailed, relevant, and accurate. The writer demonstrates a confident and perceptive understanding of the assigned task.

**Competent:** Ideas and explanations are appropriate and purposeful. Supporting examples are relevant and accurate. The writer demonstrates a competent and clear understanding of the assigned task.

**Satisfactory:** Ideas and explanations are general and straightforward. Supporting examples are relevant, but may be general and incompletely developed. Examples may contain minor factual errors. The writer demonstrates an acceptable understanding of the assigned task.

**Limited:** Ideas and/or explanations are limited and overgeneralized or redundant, but discernible. Examples are superficial and may not always be relevant. Examples may contain factual errors. The writer demonstrates a limited understanding of the assigned task.

**Poor:** Ideas and/or explanations are minimal, tangential, or absent. Examples, if present, are superficial, incomplete, and/or marginally relevant. Factual errors are commonplace. The writer demonstrates a minimal understanding of the assigned task.

**INS:** Insufficient is a special category. It is not an indicator of quality. It should be assigned to papers that do not contain a discernible attempt to address the issue presented in the assignment or that are too brief to assess in this or any other scoring category.

## Communication of Ideas

When marking **Communication of Ideas**, your marker will consider the

- organization and coherence of the writing
- correctness and appropriateness of word choice
- correctness of the mechanics of writing (punctuation, spelling, capitalization)
- correctness of sentence construction (completeness, clarity)
- correctness of the grammar (agreement of subject-verb, pronoun-antecedent agreement, consistency of tense)

PROPORTION OF ERROR TO COMPLEXITY AND LENGTH OF RESPONSE WILL ALSO BE CONSIDERED.

**Excellent:** The writing is effectively organized. Vocabulary is specific, accurate, and effective. The writer demonstrates confident control of sentence construction, grammar, and mechanics. The writing is fluent.

**Competent:** The writing is competently organized. Vocabulary is specific, accurate, and appropriate. The writer demonstrates competent control of sentence construction, grammar, and mechanics. The writing is clear.

**Satisfactory:** The writing is functionally organized. Vocabulary is clear and generally accurate, but not specific. The writer demonstrates a satisfactory control of sentence construction, grammar, and mechanics. Minor errors do not interfere with communication. The writing is clear.

**Limited:** The writing is discernibly organized, but the ordering is inconsistent. Vocabulary is general and/or imprecise and/or inappropriate. The writer demonstrates a faltering control of sentence construction, grammar, and mechanics. The writing is uneven and/or incomplete.

**Poor:** The writing is disorganized. The selection and use of vocabulary is ineffective and frequently incorrect. A lack of control of sentence construction, grammar, and mechanics is demonstrated. The writing is unclear.

## Suggested Answers

### Section 1: Activity 1

1. Your answers to the survey questions will differ and will depend on your personal viewpoint.
2. Compare your conclusions with those of the summaries in questions 3, 4, and 5.

3. Aspect	Statements
becoming informed about issues	a, f
developing thinking skills	p
personal/society's goals	c, d, g, m, n, o, r, s, t

4. Aspect	Statements
defining the role of government	c, h, j, k, l, o
influencing decisions	b, f, j, k

5. Aspect	Statements
accepting authority	c, h, j, k, l
acting as members of society	c, d, g, j, k, n, q, r
tolerating others	e, h, q

By looking closely at the statements in this survey, you will find that each statement refers indirectly to several of the ideas of citizenship. These answers show you the major points emphasized in each statement.

6. a. I                      b. II                      c. III                      d. IV

7. Answers will vary depending on how you have answered the survey. Make sure there is a connection between the results of the survey and the way you have ranked these characteristics.

### Section 1: Activity 2

1. Answers will vary depending on which situations or characters are chosen.
  - Without checking into the company, money could have been lost buying stocks in the gold mining company. (Note: even when you check out a company there are risks taken when you invest in stocks.)
  - When buying a used car you need to check out the mechanical aspects of it to avoid costly repair bills to keep it operating once you own it.

- Changing your hair or other features to a drastic degree to be liked or accepted doesn't mean you will be accepted.
  - Check out clubs or organizations carefully before committing to membership in them so as not to waste money foolishly. Be sure the group is legitimate and suits your needs.
  - Stand up for your rights when applying for jobs; don't sell yourself short. You shouldn't work at 1/2 wages for someone else's benefit just to get a job. There would be no guarantee you have the job permanently as the owner could take someone else on trial again to save money that is paid out in the form of wages earned.
  - Advertising is full of gimmicks to get people to buy products or services. Check these out with a better business bureau or satisfied customers to be sure you are not spending your money foolishly.
  - Hearsay is not always accurate so don't just go by rumor. Check things out for yourself and you can benefit. Rather than losing a position from what rumor said, this person got the job he wanted.
2. a. If you have little knowledge, few thinking skills, and negative attitudes, you are left helpless and unable to influence the decisions that affect your life.
- b. Understanding important issues in society, being able to make informed choices, and feeling you are able to influence decisions, all lead to more effective and responsible actions as citizens.
- c. Critical thinking skills allow you to use information in order to make informed choices and take positions on important social issues.
- d. If you are open and curious, you are more likely to be motivated to learn about issues facing society.
- e. Usually, but not always. The alienated citizen does not feel part of society and is more likely to act in ways that are not approved of by society.
3. a. alienated citizenship
- b. Janet is unaware. She gives simple answers to complex questions.
- c. Janet has few, if any, skills. She moves from job to job and appears to lack the ability to think critically.
- d. She has a sense of hopelessness.
- e. She feels like giving up and dropping out.



4. a. responsible citizenship
  - b. Sandra is very aware. She is focused on the needs of the native culture in relation to all of society.
  - c. Sandra has well-developed skills. She has made choices which draw from experience. She is able to make judgements about the most effective ways of achieving her goals.
  - d. Sandra is very positive. She has a clear sense of what she hopes to accomplish.
  - e. She actively pursues her goals in a way that is answerable to other members of society.
5. a. responsible citizenship
  - b. He is in the process of becoming aware of our society and is highly motivated to learn about government and economics.
  - c. He is learning the language and his plan to go on with education indicates a desire to develop skills necessary for responsible citizenship.
  - d. Alan has a very positive attitude.
  - e. He is open to learning about society and how he can contribute.
6. a. conventional citizenship
  - b. Edgar is quite restricted. He has limited understanding of society's issues and is primarily concerned about his own interests.
  - c. Critical thinking skills that will enable him to understand the consequences of his viewpoint need development. He could develop skills which will help him understand the larger picture.
  - d. He assumes responsibility for looking after himself.
  - e. Edgar tends to be narrow-minded when considering the needs of others and the goals of society as a whole.
7. a. conventional citizenship
  - b. Helen has a restricted awareness. She has a limited understanding of society's issues and is primarily focused on her own goals.
  - c. Helen appears unwilling to develop critical thinking skills that would help her gain a broader understanding of the issues facing society.

- d. She assumes responsibility for being self-supporting.
- e. She is unable, or unwilling, to assume an active role in influencing society's decisions.

### Section 1: Activity 3

1. Speaker C displays the greatest degree of alienation.
2. Speaker D's viewpoint is most similar to that of Speaker B.
3. Speaker A and C display an inability to understand and respond to the ideas of others.
4. Speakers B and D accept the need for government to make decisions on behalf of society.
5. Speaker D shows the greatest ability to influence decisions made in society.
6. Speakers B and D have the clearest understanding of the relationship between the individual and society.
7. Both appear to make hasty judgements. They do not consider in a critical way the various ways of looking at the issues facing society.
8. Both appear to be rather narrow-minded. They have opinions that fail to consider the views and needs of other people. They appear to be inflexible.
9. Both appear to interpret and evaluate many options. They appear to be able to make informed choices by considering many possibilities.
10. Both appear to be involved in the decision-making process of society. They are open-minded and questioning.
11. Bill feels unable to influence governmental decisions and feels controlled by authority in every aspect of his life. He feels a lack of control.
12. Harry has a stronger sense of being able to influence the decisions made by government. He has a greater awareness of the decision-making process.
13. He tries to make Bill aware that people elect governments and that government must consider the well-being of the whole of society.
14. Answers will vary. Perhaps Harry needs to give more reasons to explain his position and present a stronger argument to convince Bill. Possibly Bill is not willing to look beyond his own view.

Section 1: Activity 4

- 1. Undesirable consequences would include a loss of freedom, a loss of individuality, and an absence of new and creative ways of doing things.
- 2. Ken might realize that certain people legitimately require social assistance. He might also understand that society must have some way of caring for those who are unable to care for themselves.
- 3.
  - a. Answers will vary. People in society have different beliefs and values concerning the degree to which government should be involved in people’s lives. Some aspects of government control such as forbidding the formation of business monopolies or the setting of safety standards may be desirable.
  - b. The speaker might realize that society may require government to take a far more active role in helping people to meet their needs. In the process, people may be expected to substitute their own personal goals for the goals of society.
- 4. Differing ideas make society consider new ways of looking at issues. The accepted way of looking at things may overlook important considerations.
- 5. Individuals and minority groups need to be protected from the size and the power of the larger society.

Mistakes	Problems
<ul style="list-style-type: none"><li>• lacking awareness about issues</li></ul>	<ul style="list-style-type: none"><li>• inability to understand issues and inability to make informed choices</li></ul>
<ul style="list-style-type: none"><li>• lacking decision-making skills</li></ul>	<ul style="list-style-type: none"><li>• inability to organize, interpret, and evaluate information</li><li>• inability to make effective choices</li></ul>
<ul style="list-style-type: none"><li>• being unable to express ideas</li></ul>	<ul style="list-style-type: none"><li>• inability to influence other people and decisions made in society</li></ul>
<ul style="list-style-type: none"><li>• failing to accept social obligations</li></ul>	<ul style="list-style-type: none"><li>• inability to accept the views of other people</li><li>• inability to understand the consequences of choices</li></ul>

- 7.
  - a. **Problem:** inability to express ideas

**Consequences:** Ralph is unable to share his insights and is unable to help others gain a more complete understanding of an issue.

b. **Problem:** failure to accept the responsibility of living in society

**Consequences:** Nirmala is unable to consider the rights of others and forgets that her choices not only affect her but the society to which she belongs.

c. **Problem:** lack of decision-making skills

**Consequences:** Annette, although exposing herself to information about social issues, is unable to organize, interpret, and make choices based on this information.

d. **Problem:** lack of awareness about issues

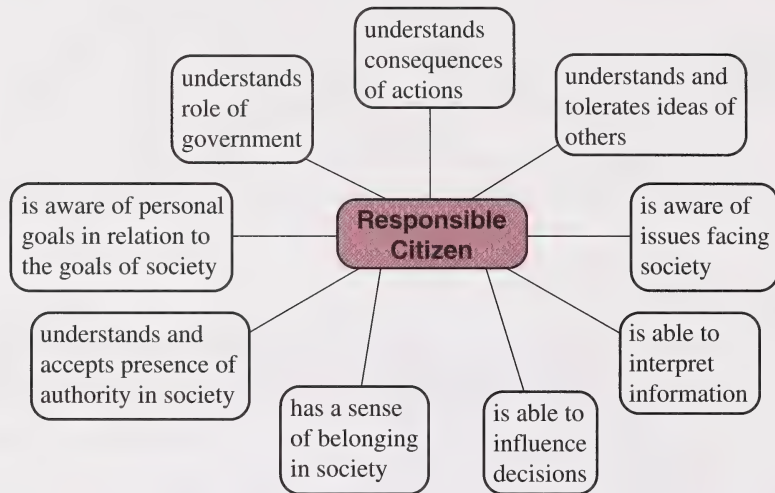
**Consequences:** This citizen is clearly uninformed about the issues facing society. There is no way this person will be able to make effective choices until he begins to become informed.

Section 1: Activity 5

1.

Specific Ideas	Generalization
<ul style="list-style-type: none"><li>• Responsible citizens are confident.</li><li>• Responsible citizens value the ideas of others.</li><li>• Responsible citizens believe in sharing ideas.</li></ul>	Responsible citizens have positive attitudes about tolerating and accepting the ideas of others.
<ul style="list-style-type: none"><li>• Alienated citizens feel powerless.</li><li>• Alienated citizens are apathetic.</li><li>• Alienated citizens feel out of touch.</li></ul>	Alienated citizens feel unable to influence the direction of society because they do not feel part of society.
<ul style="list-style-type: none"><li>• Citizens are often unsure about what to think.</li><li>• Citizens are often unsure of different alternatives.</li><li>• Citizens are often unsure about how to interpret viewpoints.</li></ul>	Citizens are often confused about how to make decisions on issues facing society.
<ul style="list-style-type: none"><li>• Effective citizens know how the system works.</li><li>• Effective citizens are able to make informed decisions.</li><li>• Effective citizens know how to sell their ideas to others.</li></ul>	Effective citizens know how to make informed choices and influence the decisions of others.

2. Ideas not related to the generalization are:
  - a. III
  - b. II
  - c. I
3. Here is an example of what your concept map should include.



4.
  - Generalization 1: Responsible citizenship involves gaining an awareness of social issues.
  - Generalization 2: Responsible citizenship involves developing skills in order to make informed choices.
  - Generalization 3: Responsible citizenship involves influencing the decisions made by society in an effective way.
  - Generalization 4: Responsible citizenship involves understanding the expectations placed on an individual by society.
  - Generalization 5: Responsible citizenship involves understanding the consequences of decisions and actions.

## Section 1: Follow-up Activities

### Extra Help

1. a. Because you make decisions about how you take part in society and how you prepare yourself to influence the decisions made by society, citizenship can be looked at as a series of choices.



- b. Eight aspects of citizenship identified in Section 1 include the following:
- becoming informed about issues
  - developing critical thinking skills
  - satisfying personal goals and society's goals
  - defining the role of government
  - influencing decisions
  - accepting authority
  - acting as members of society
  - tolerating the ideas of others
- c. As you make choices about one aspect of citizenship, you are making choices about other aspects of citizenship as well. For example, choices about influencing decisions are closely related to the choices you make about the role of government.

2.

Factor	Importance in Shaping Citizenship
<b>Awareness of Issues</b>	By becoming aware of social issues, you are better able to make informed choices.
<b>Critical Thinking Skills</b>	They allow you to interpret and evaluate positions and enable you to make informed choices.
<b>Attitudes</b>	They determine how you act in society and how you accept the ideas of others.

3. The citizenship type illustrated is
- alienated citizenship
  - conventional citizenship
  - responsible citizenship
- 4.
- What people do as citizens always affects their lives and the lives of other members of society.
  - People decide how they will become informed, how they will make decisions, and how they will participate in society.
  - The ability to make informed choices is important for citizens to function effectively in society.
  - Responsible citizens recognize that they must participate in society's decisions, while tolerating the views of others.

5. a. Understanding the outcomes of decisions will guide individuals to make effective decisions about participating in society.
- b. Universal Consequences Test: What would happen if everyone thought this way?  
  
Role Exchange Test: How would I feel about this view if I were the other person?  
  
New Cases Test: What would happen to this belief if it were applied to a different situation?
- c. By not becoming informed about the issues and by not developing critical thinking skills, individuals are unable to make effective, informed choices for themselves and society.

### Enrichment

1. The collage will be entirely of your own creation. It should reflect the meaning of citizenship.
2. The biography should show how the person you have chosen represents a responsible citizen. Be sure to show examples of the characteristics held by responsible citizens.

### Section 2: Activity 1

1. People achieve a sense of accomplishment. They are able to act on what they feel is best for themselves. They can be happy if they act independently.
2. Individualists believe that people unintentionally serve society's goals when they serve their own interests. Without meaning to, they help achieve the goals of society.
3. There is little need for government when people take responsibility for themselves. Individualists also believe in being free to pursue their own goals.
4. a. People need to be free in order to pursue their own personal goals.
- b. When individuals take responsibility for themselves, there is little need for government.
- c. In order to pursue their own goals, people must be allowed to own and use property as they see fit.
- d. Working hard is necessary to accomplish personal goals.
- e. Taking risks is necessary to achieve personal goals.

5.
  - a. Using your own property the way you wish is a way of achieving greater accomplishments.
  - b. In order to be competitive, it is necessary to take risks.
  - c. In order to be competitive, individuals must operate in the most efficient manner. Competition forces individuals to find better ways of doing things.
  - d. Hard work is a method of progressing as an individual.
  - e. In order to be free, individuals must be able to own and use their property as they want.
  - f. In order to be free, the individual must be free from government control. Therefore, the role of government should be limited.
6. The pictures illustrate the following aspects of individualism:
  - a. competition
  - b. self-reliance
  - c. self-advancement, hard work, or competition

## Section 2: Activity 2

1. Why are people capable of living in harmony with each other?
2. How should the role of government be limited in society?
3. When did the belief in individualism first become accepted?
4. What evidence is there to suggest that people are capable of making choices?

## Section 2: Activity 3

1.
  - a. Speakers II and III are committed to individualism.
  - b. Speakers I and IV doubt that individuals acting on their own contribute to the well-being of society.
  - c. Speaker IV believes that competition is harmful to society.
  - d. Speaker III believes that individuals should rely on their own resources and skills.
  - e. The individual motivated by self-interest has acquired wealth and served society through hard work. Those who are poor have not assumed the responsibility for their own lives.
  - f. These are closely related to self-help. They are methods used by individuals to further their own goals and the goals of society.

- |         |      |      |
|---------|------|------|
| 2. a. O | d. F | g. F |
| b. O    | e. O | h. O |
| c. F    | f. O | i. O |

3. How easily can the position be defended if it is not based on evidence? To defend a position effectively, factual evidence should be used.

### Section 2: Activity 4

1.
  - a. Individuals should be free from government control in order to take responsibility for themselves. By looking out for themselves, people create a better society.
  - b. People are able to care for themselves and do not need the government to do it for them. People should work hard and compete with each other in order to create a better society.
2.
  - a. Benefits would include more individual responsibility, better work habits, greater competition, more personal freedom.
  - b. There would be no care provided for people who are unable to care for themselves. Society could be unstable due to an absence of government. There are many ways of looking at this question.
3.
  - a. Position I
  - b. Yes, they would. During the 1980s in the United States and Great Britain, there was a shift to position I. In Eastern Europe and the Commonwealth of Independent States, shifts toward individualism are occurring.
  - c. General circumstances are changing governments, changing economic conditions, changing philosophies, or changing leaders.

### Section 2: Activity 5

1.
  - People are motivated to satisfy personal goals.
  - People act on their own to satisfy their own goals.
  - People serve society's goals unintentionally by pursuing their own goals.
  - Government's role in society should be limited.
2.
  - People are naturally able to live in harmony without governmental interference.
  - People know what is best for themselves.
  - People function best when they are independent.
  - People are capable of making informed choices.
  - People are naturally motivated to think of themselves first.

3. a.



b.



## Section 2: Follow-up Activities

### Extra Help

1. People are motivated to satisfy personal goals. People act on their own to satisfy their own goals. People provide for society's welfare as they assume personal responsibility. Government plays a limited role in society.
2. People assume responsibility for themselves and unintentionally benefit society. As people care for themselves, society is strengthened.
3. People become selfish and lose sight of others. Society is faced with an absence of order, stability, and security.
4. They provide you with tools to interpret and judge points of view.



5.
  - a. This helps you to focus your thinking and tell you what to look for.
  - b. This helps you see how well a position can be defended.
  - c. This allows you to understand where your choices may lead and guide future choices.

### Enrichment

1. By comparing the lives of these men with the way individualism has been described in this section, you will see that they represent many of the critical features of individualism. Think of the way these men have acted on the basis of self-interest, and the way they have taken risks in exploiting their ideas to acquire the wealth and fame they have.
2. You may wish to consider how the ideas of individualism are reflected in the operation of this business. Do you see evidence of competition, efficiency, and risk taking in its operation? What other aspects of individualism are reflected in this business?
3. You will likely see the spirit of individualism at work in this case. Do you see evidence of the entrepreneur acting on the basis of self-interest and self-reliance? Do you see the idea of hard work being applied to the development of this business? What other aspects of individualism are present?
4. Headlines that indicate an emphasis on individualism might be similar to these:
  - Unemployment Insurance Benefits Cut
  - Government Refuses to Extend Funding for Daycare
  - Government Refuses to Provide Aid to Drought-stricken Farmers
  - Prime Minister Says Government Has No Business in the Bedrooms of the Nation

### Section 3: Activity 1

1. According to collectivists individuals require help. Government provides aid to assist individuals to achieve their personal goals.
2. Society provides protection, order, and stability to help individuals achieve their goals in a secure and protected environment.
3. Healthcare, security, protection, and order are but a few of the goals that require coordinated action.

4.

<b>Collectivism Beliefs</b>	<b>Individualism Beliefs</b>
extensive involvement of government in society	limited role of government
public ownership of property	private ownership of property
cooperation	competition
coordination of resources	individual decisions
equality	achieve according to our own choice
greatest good for the greatest number	self-advancement
order	risk taking
sharing	personal wealth
common direction of society	individual choices
security	risk taking

5. a. The good of society can only be achieved when resources are used in a common way and toward a common purpose.
- b. Planning determines the best way resources can be used to benefit the whole society.
- c. If property is to be used to benefit the society as a whole, then it should be owned by all of society.
- d. The government acts on behalf of the people in order to serve the needs of all individuals.
- e. Cooperation enables all individuals to achieve a common level of security.

### Section 3: Activity 2

1. • Why do collectivists believe there should be extensive involvement of government in society?
- What are the goals that society helps the individual achieve?
  - How are people directed toward serving the goals of society?
  - What kinds of group action exist in our society?
  - Where is collectivism the dominant way of life?

2.

<b>Reasons Supporting Collectivism</b>	<b>Reasons Supporting Individualism</b>
People function best as part of a group.	People function best when they act independently.
People's choices should be coordinated to serve the goals of society.	People should be allowed to make choices for themselves.
People should act in the best interests of society.	People should act on the basis of self-interest.
People's decisions should respect the goals of society.	People should make decisions that are best for themselves.
People should be directed to serve the goals of society.	People should be self-reliant.
People require guidance to ensure that society's goals are achieved.	People are able to make effective choices on their own.
There should be extensive government involvement in society.	There should be limited government.

3. Some people would enjoy the security, the certainty, and the protection of such a society.

### Section 3: Activity 3

1.
  - a. Unemployment insurance policies should be maintained.
  - b. This refers to problems of changing economy and the problems of the Great Depression of the 1930s.
  - c. More security and protection from economic hardship will result.
  - d. Positive: Society as a whole is protected and everyone is more secure.  
Negative: High costs of these programs and loss of incentive to work are negative results.
2.
  - a. There is a need to maintain the present level of educational funding.
  - b. There is a need to equip people with skills and for the nation to be competitive with other nations.
  - c. People are better trained and better prepared for life in society.
  - d. Society is better able to keep pace with the progress of other nations.

3.
  - a. Strong anti-smoking legislation should be imposed.
  - b. There are costs to society for excessive health problems.
  - c. Positive: Better health and less cost to pay for health care result.  
Negative: There is loss of freedom.
  - d. Positive: Society is wealthier and better able to use financial resources productively.  
Negative: Society becomes more controlled.
4.
  - a. Seatbelt legislation should be maintained.
  - b. Injuries to accident victims not using seatbelts prove the value of this legislation.
  - c. Positive: Individuals are better protected.  
Negative: Loss of choice results.
  - d. Positive: Society becomes better protected. Financial resources can be put to better use.  
Negative: Society becomes more controlled.
5.
  - a. Government should take over all business.
  - b. Emotion and unsupported opinion are used, rather than facts.
  - c. Wouldn't you like to be rich now?!
  - d. Society would be in a state of chaos and upheaval.  
The Russian Revolution shows us the unsettling effects of this type of action.

### Section 3: Activity 4

1.

Issue	Position of the Collectivist	Position of the Individualist
Should governments impose restrictions on the use of firearms?	Society needs protection.	Let the individual be free to make responsible choices.
Should governments raise the legal drinking age?	Society needs order and protection.	Individuals should be free to assume responsibility for themselves.
Should governments provide financial aid to citizens?	Society needs to help individuals.	Individuals should be self-reliant.
Should governments provide funds for day-care programs?	Society needs to help individuals.	Individuals should be self-reliant.
Should governments control the activities of business?	Society needs to plan and coordinate its resources.	Businesses should be free to compete and take risks.
Should governments provide loans to students?	Society needs to help individuals.	Students should pay for their own education.



2.

Statement	Issue	Perspective Represented	Position of Opposing Viewpoint
If I want to smoke, I will smoke. Don't impose any more restrictions on my personal life.	Should government impose anti-smoking legislation?	individualist	Stronger anti-smoking legislation protects society and individuals.
Society needs gun control legislation. Things are just too dangerous without this kind of law.	Should government impose gun-control legislation?	collectivist	People should be free to own and use guns.
We must let business run its own affairs. The spirit of free enterprise makes this country great.	Should government control the affairs of business?	individualist	Government should control the affairs of business to serve the needs of society.
The government should change its taxation policies. It seems grossly unfair to work this hard and have to pay all of these taxes.	Should government introduce tax reform?	individualist	Tax reform is needed to create a more equal distribution of wealth.

- 3. This is quite common in our society. Laws to protect society reflect the view of collectivism; policies to allow businesses to operate on their own reflect the view of individualism.
- 4. Yes, it is. In Eastern Europe and the Commonwealth of Independent States there are major changes toward an emphasis on individualism. The U.S.A. and Great Britain are examples where a renewed trend toward individualism has taken place.

Section 3: Activity 5

- 1. This will be your opinion, but make sure you give reasons to support your position.
- 2. How are you defending your position? Are you considering the consequences for the individual and society? You may consider things like freedom, self-reliance; or order, security, and the goals of society.
- 3. Remember, our society must balance the goals of the individual with the goals of society.

Section 3: Follow-up Activities

Extra Help

1. The most important features of collectivism are
  - emphasis on society’s goals
  - people function best as part of a group
  - provision of security for all individuals
  - people need to be helped
  - coordination of society’s resources
  - creation of order
  - extensive role of government in society
2. People need assistance to achieve their goals. Society helps people to accomplish what they are unable to accomplish on their own.
3. Some people believe that everyone should be self-reliant. If individuals depend on the group too much, they lose initiative and motivation. There is a fear, as well, that individuals lose their freedom by acting as part of a group.

4.

COLLECTIVISM	
Arguments For	Arguments Against
<ul style="list-style-type: none"><li>• People’s choices need to be coordinated.</li><li>• People should respect the goals of society.</li><li>• People need direction and guidance.</li></ul>	<ul style="list-style-type: none"><li>• People need to be free.</li><li>• People need to act independently.</li><li>• People should be self-reliant.</li><li>• People should act on the basis of self-interest.</li></ul>

5.

Individualism	Collectivism
<ul style="list-style-type: none"><li>• limited government</li><li>• self-interest</li><li>• competition</li><li>• act on own choices</li><li>• self-reliance</li></ul>	<ul style="list-style-type: none"><li>• extensive government</li><li>• acting as part of a group</li><li>• cooperation</li><li>• coordinate choices with society</li><li>• society helps individuals</li></ul>

6. My belief about human nature determines the choices I make on issues; whether I support the goals of the individual, or the goals of society.
7. A pluralistic society is a society where there are many viewpoints on many different issues.

8. Pluralism accepts the fact that many people think in many different ways; therefore, society makes room for these competing views of human nature.
9. It is difficult to decide how much of each of these viewpoints should be included in our society.
10. Changing leaders, changing economic conditions, and changing philosophies can cause this to happen.

### Enrichment

1. You will realize that these are common examples of how individuals practise a belief of collectivism in society. Supporters of this kind of action believe that action as a group is necessary to protect each of its members. Union leaders argue that the welfare of workers is best protected by collective action. Supporters of cooperatives believe that individual members gain significant advantages through common action. Supporters of credit unions believe that members are better able to receive benefits through their membership in these organizations.
2. Headlines that would indicate an emphasis on collectivism would be similar to the following:
  - Health Care Funding Extended
  - Seat Belt Legislation Now Law
  - Mortgage Reduction Program In Effect
  - New Policies to Help the Elderly Announced

### Section 4: Activity 1

1. a. Yes, there is a similarity between the model and reality. The real house was built according to the guidelines specified in the model.
- b. The model should help you understand reality, because it outlines the general plan of the actual house.
2. They give a basic picture of the essential features of the system. They give a starting point to help people understand the complexities that exist in the real world.

### Section 4: Activity 2

- |         |          |        |
|---------|----------|--------|
| 1. a. I | c. III   | e. V   |
| b. II   | d. IV    |        |
| 2. a. I | d. IV, V | g. III |
| b. III  | e. V     | h. II  |
| c. II   | f. I     | i. V   |

3. What follows are sample research questions; you may have thought of others.

Part	Research Question
Political Leaders and Decision Makers	What are the limits for the authority of leaders?
Political Decision-making Process	To what extent are individuals allowed to influence decisions?
Political Institutions	How do important political institutions change to meet the needs of present society?
Political Culture	Is there a sense of harmony and fairness within the system?
Citizenship	How do citizens affect their leaders' position on issues?

### Section 4: Activity 3

1. People constantly want more and more goods and services. Their demands are infinite.
2. The environment has a finite limit of essential resources. Only a set amount are available.
3. The problem of scarcity arises when available resources are unable to meet the demands placed on them.
4. All economic systems must make choices about what to produce, how to produce goods and services, and for whom to produce them. These questions arise because of scarcity.
5. Economic systems must devise ways of answering these questions which are a result of scarcity.
6. No. Each system responds to these questions of scarcity in different ways. Some emphasize the goals of society, or collectivism; while others emphasize the goals of the individual, or individualism.

### Section 4: Activity 4

1. 
 

a. P	f. P/E
b. P/E	g. P
c. P	h. E
d. E	i. P
e. E	j. P/E
2. Many economic issues are also political in nature because they affect the general trend in our society toward the goals of individualism or collectivism. Our government plays a major role in influencing the economy.



### Section 4: Activity 5

1. No, even in a democratic society the government must take action to provide for the goals of society as a whole. These actions often restrict the freedom of the individual.
2. Dictators can only rule by the use of force and the threat of force to an extent. They must maintain the support of the people by providing some opportunity for their individual goals as well.
3. Economic systems require order, direction, and stability. This means that government must influence the economy to a certain extent. Planned economies are organized around extensive government control of their economic systems.
4. The mixed economy realizes that individual decisions will not always be well coordinated; and therefore, a certain amount of government involvement in the economy is necessary.
5. Government control of planned economies have proven to be quite inefficient and inflexible. Governments hope that by allowing individuals to be more self-reliant, the economy will grow.
6. Canada's economy is a mixed economy because of the presence of governmental regulation and opportunities for individuals to operate on the basis of self-interest.

### Section 4: Activity 6

1.
  - a. Statements III and V argue most strongly for a model market economy.
  - b. Statement II argues most strongly for a planned economy.
  - c. Statement I argues that more emphasis should be placed on individualism within a mixed economy.
  - d. Statement IV argues for more coordination of decisions within a mixed economy.
  - e. Statements II and IV show a trend toward acceptance of collectivism.
2.
  - a. Statements II and IV argue for democratic practices in society.
  - b. Statements I, III, and V argue for the practices of dictatorship.
  - c. Statements II and IV argue that individuals should be granted power to influence the decisions of society.
  - d. Statements I, III, and V argue that order and stability in society require strong leadership.
  - e. Statements II and IV believe that political systems should promote the goals of the individual.



## Section 4: Follow-up Activities

### Extra Help

1.
  - a. Models allow us to understand the basic aspects of an organization. They give us a starting point to understand the actual group.
  - b. Decisions must be made in an effective, systematic way.
  - c. Models give us a starting point to understand systems in the real world. They do not show us the changes, or alterations that systems make as they operate.
2.
  - a. The purpose of a political system is to establish a way of making decisions within society.
  - b. The purpose of an economic system is to make decisions about how resources should be allocated.
  - c. Many of the decisions faced by economic systems have consequences for the direction of the whole society; therefore, they are political in nature as well.
3.
  - a. Political leaders and decision makers are those who are granted the authority to make decisions on behalf of society.
  - b. Political decision-making process is the means by which decisions are made, interpreted, and carried out.
  - c. Political institutions are the organizations that exist to make, interpret, and carry out decisions.
  - d. Political culture is the beliefs held by those who make up the political system.
  - e. Citizenship is the role individuals are expected to play within the political system.
4.
  - a. Scarcity exists when available resources of an economy are unable to meet the demands placed on them.
  - b. The choices an economic system has to make are what to produce, how to produce, and for whom to produce.
5.
  - a. Each has a different emphasis on perspectives of individualism and collectivism.

b.

Democracy	Dictatorship
<ul style="list-style-type: none"> <li>places emphasis on protecting the freedom of the individual</li> </ul>	<ul style="list-style-type: none"> <li>places emphasis on controlling society and maintaining order and stability</li> </ul>

c.

Economic System	Emphasis
Market Economy	<ul style="list-style-type: none"> <li>allows individuals to function on the basis of self-interest</li> </ul>
Mixed Economy	<ul style="list-style-type: none"> <li>balances self-interest and coordination of the economy through the involvement of government</li> </ul>
Planned Economy	<ul style="list-style-type: none"> <li>control of the economy by government in order to coordinate the economy and serve the goals of society</li> </ul>

- d. Changing economic conditions, changing governments and leaders are examples of reasons for these changes.

### Enrichment

This will depend on what media is available and what articles you locate. Following the death of Mao Tse-tung in 1976 there were some changes made. The Chinese reforms came to be known as *kai feng* (opening up) and *gai ge* (reform). China has opened its doors to the outside world. The crackdown on students in Tiananmen Square in Beijing led to a return to stricter control. The situation in China is still changing.

The issues in the Canadian economy will be looked at in more detail in Module 4. The federal and provincial governments favour a trend toward emphasizing individualism in our economy. The policies of privatizing business and reducing the extent of the government's debt have placed more emphasis on the individual citizen and private business.

### Section 5: Activity 1

- |          |       |       |
|----------|-------|-------|
| 1. a. II | e. II | i. II |
| b. I     | f. II | j. I  |
| c. IV    | g. IV |       |
| d. III   | h. IV |       |

6. a. 6 d. 3 g. 7  
b. 1 e. 5  
c. 4 f. 2
3. a. How many professional sports franchises have folded recently due to poor spectator support and low turnout?  
b. Can a democracy survive if not enough people are interested?  
c. Is it possible for 16 000 people to be on the team benches at an NHL hockey game?  
d. We must realize that for practical reasons a limited number of people are given the actual authority to make decisions.
4. a. Writing letters, voting, talking to others, and signing petitions are all examples of individual actions.  
b. Becoming organized to change public opinion, using an interest group to express your point of view, and realizing that there is strength in numbers are examples of group action.
5. a. D b. I c. I d. I e. I f. D
6. a. Most citizens influence decisions in an indirect way.  
b. Individual opinions may be lost in the process. Individual viewpoints may not be carried forth by those who are given the authority to make decisions.  
c. By holding those who have been given authority to make decisions accountable, and by being aware of issues and how leaders respond to these issues, citizens can put pressure on those in authority to act in an appropriate way.
7. a. Answers will vary; be sure to support your point of view.  
b. Some methods of influencing decisions available to you if you are not yet eighteen might include expressing your opinion through letters to the editor or to your member of parliament, or by joining an organization that promotes your views. You could join the youth group of a political party, assist with a candidate's political campaign, or join a demonstration.  
c. Democracy gives the individual much more freedom and much greater options to affect the decisions made by society.  
d. Some people prefer an orderly, secure society to one that promotes the freedom of individuals.

**Section 5: Activity 2**

1. a. II                      b. I                      c. II                      d. I                      e. II                      f. I
2. a. I                      b. II                      c. I                      d. II                      e. II                      f. I
3. a. Individuals do have their own goals to accomplish; but because they are part of society, they must also consider the interest of society as a whole.
- b. No, as you have seen in the last section, there is a need for government to regulate and influence decisions that coordinate the economy. Market economies emphasize that this role of government be kept to a minimum.
- c. No, as you have seen in the last section, there is a need to consider the order and well-being of the group and this is done through the authority of government. Democracy expects that this will be kept to a minimum.

**Section 5: Activity 3**

1. a. Jenny's desired goal is to get people to listen to her political views.
- b. Jenny's method is to strongly express her views (lecturing?).
- c. People moved away, they weren't interested in listening.
- d. Her method was unsuccessful because of the manner in which her viewpoints were expressed.
2. a. Natasha's desired goal is to establish a better Check Stop program.
- b. The methods she used included talking to friends and talking to a couple of police officers.
- c. There were no results, the situation remained unchanged.
- d. Her method was unsuccessful due to lack of organization and not contacting the right people.
3. a. Irvin's desired goal is getting people interested in the fate of the whales.
- b. Irvin's method was to join Greenpeace and donate \$50.00.
- c. Interest was expressed by someone who wouldn't ordinarily be interested.
- d. Irvin's method was successful because the organization is focused and well prepared to deal with this goal.

4.
  - a. Marta's desired goal is to achieve justice, to end discrimination, to get the job.
  - b. She contacted the human rights commission, beginning to start action.
  - c. The outcome is unknown as yet.
  - d. It could be successful because the laws must be obeyed. Using the legal means available is reflective of responsible action.
5.
  - a. Monique's desired goal is to be reimbursed for the shoddy blouse.
  - b. The methods she used included talking to clerks, writing a letter to the manager, organizing friends.
  - c. The store took appropriate action.
  - d. The method was successful because she contacted people in authority and organized other people to support the cause.
6.
  - a. Often group action is more effective because there is "strength in numbers." Decision makers react strongly to public opinion. However, actions need to be judged according to the situation.
  - b. They often do not know who to talk to, how the system works, or understand that certain actions are more effective than others.

### Section 5: Activity 4

1.
  - a. Ben listened to what someone had to say.
  - b. He is unprepared to let the decision go by. He realizes the importance of going to the mayor's office and organizing other people. Generally, he is unsure about what action to take.
  - c. He realizes that acting in anger is counterproductive. He is unsure about the exact outcomes of specific actions.
2.
  - a. Jenny tries to listen to many viewpoints, but remains confused.
  - b. Jenny shows no evidence at all of being able to influence others. She would rather leave this decision to someone else—the politicians.
  - c. There is no evidence. Jenny understands she is confused about the issue and the decision.
3.
  - a. Considerable attention is given to understanding as many viewpoints as possible. Importance is placed on having people share their views.



- b. Irvin understands that the legal process is a powerful tool to use in achieving one's goals. He understands that organization and commitment to decisions are critical to accomplishing goals.
  - c. He understands that the legal process is not only effective, but a responsible way for citizens to act.
4. Answers to the following questions will vary, but here are some ideas.
- a. All social actions taken should respect the rights of others and act within the boundaries established by the rule of laws.
  - b. They are responsible because they consider the goals of society as well as individuals.
  - c. They may very well be. Society must be reminded of new ways of thinking. Responsible citizenship requires that these ideas be acted upon in a way that considers the rights of others.

## Section 5: Follow-up Activities

### Extra Help

1. a. There are various options available to the citizen in influencing decisions. Some may be active; others may be passive. Some may be direct; others may be indirect.
- b. Common goals express a concern about things that most people are usually interested in; whereas, narrow goals are more specific concerns that are not generally focused on by most people.
- c. Common methods are used by most people in society; whereas, uncommon methods are methods that are not generally approved of by most people in society.
- d. Active ways of participating show a higher degree of involvement in the decision-making process than passive ways of participating.
- e. Direct ways of participating place the citizen closer to the actual making of decisions than do indirect ways of participating.
2. a. Effective citizenship considers how to achieve one's goals. Responsible citizens consider how to achieve goals and how to respect the rights of others and the needs of society at the same time.
- b. Yes, many actions that are considered responsible in a democracy are not considered responsible in a dictatorship. Speaking out and expressing one's point of view is a good example.

- c. Working within the established legal system, considering the consequences in terms of society and individuals are methods associated with responsible citizenship in our society.

### Enrichment

1. There is a great controversy about organizations like Greenpeace. Because of Greenpeace's ability to organize and focus its energies on the environment issue, some believe that it has been very successful in drawing people's attention. There are those who would also argue that this organization has been effective in producing desirable results which help to preserve our environment. Others criticize the sometimes bizarre and radical methods used by Greenpeace.
2. The plan will, of course, depend on the nature of the problem. You may wish to consider how you define the problem, the possible approaches that could be taken to address the problem, and predictions about where each possible action could lead. Does your plan consider the rights of others and consider the consequences for individuals and society as a whole?
3.
  - a. Answers will vary but should include the following. One farmer's cattle got sick and had to be moved away from the river so they couldn't drink water from it. No one wanted to fish anymore as the fish weren't good to eat. No one would swim in the river anymore.
  - b. Prior to Sonia and DJ becoming involved some people complained about the pollution, but nothing was done about it. Many others went about seemingly unconcerned about the changes, not taking the time to notice the difference the pollution had caused.
  - c. Sonia and DJ used a variety of methods such as having a newspaper reporter bring the pollution to people's attention. They contacted various people and agencies such as their MLA, the Water Quality Control Agency, Local Health Unit, Dept. of the Environment, and others. They put up posters, took petitions around, and got other people to also contact various authorities showing more concern regarding the problem.
  - d. After enough public interest was shown, government action was planned to investigate the environmental effects of this pollution.





